

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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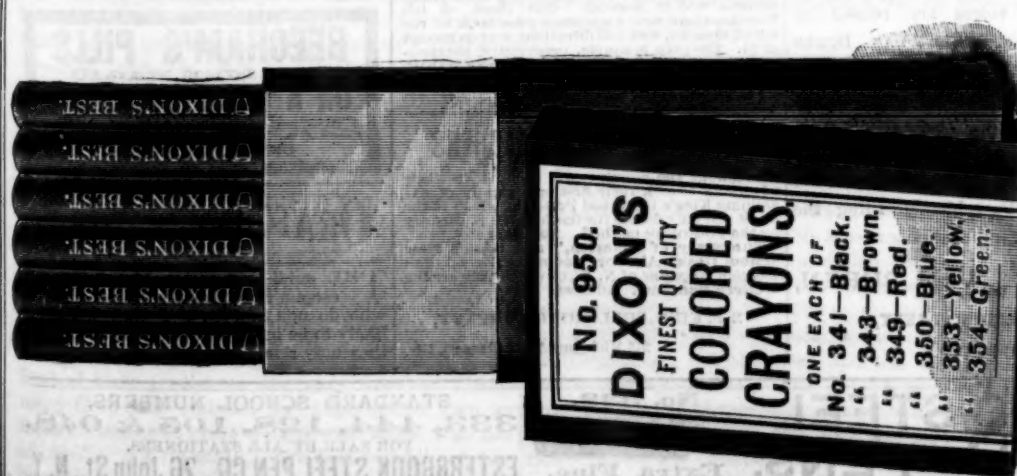
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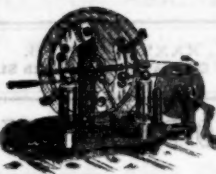
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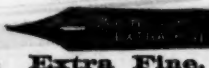
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New York, April 20, 1889.

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WE HOPE, for the honor of our country, that the detestable cockney pronunciation will never become common on this side the Atlantic. There are a few shallow-pated fellows who persist in giving "a" the sound of "i" in words like "paper." They say "peiper," "quile," etc. No educated man here or in England ever makes such a fool of himself. Then, a few other Anglomaniacs drop the final "g" in present participles, and say "runnin," "comin," and "laughin." Matthew Arnold used to say "figger" for "figure," but this was his peculiarity, not taken from good English speakers. The very best accomplishment any one can have is to speak and write pure, idiomatic English. We have a noble language—too good and useful to murder.

SO MUCH has been said about manual training practically applied that we are happy to call the attention of our readers to two articles on this subject in this issue; one from Mr. Belfield, of Chicago, and the other from Mr. Newell, of Maryland. Both of these gentlemen are very decided. Testimony from such eminent and experienced men as these should have great weight with those who are discussing this question. The last remark of Mr. Newell is a two-edged sword, and a sharp one at

that. We trust those of our readers who are disposed to question the utility of introducing manual exercises into their schools will read it and profit thereby. While we have never insisted that work-benches will be introduced into every district school in our land we do insist and have insisted for years on the introduction of sense exercises and sensible expressions of sense exercises, in every school, high and low, rich and poor. We are living in an age of realism. Theories are at a discount. Hard facts are in demand. The education that touches the life that is, is highly valued. In this material age of ours, we must not lose sight of the spiritual, but we must also not lose sight of the fact that the spiritual of the present largely comes through the material, and that by the material the true spiritual life of an individual becomes practical, earnest, and useful.

We believe in God, but we also believe in man. We believe in the Kingdom of God, but we believe also that to the kingdom of man He has committed the care of this lower world. Here in the midst of things we fight the battle of life, and it is by means of things that we handle see, feel, taste, and smell; and so become lifted above the materiality of the world, into higher, spiritual, earnest, practical, common sense religion. The great heart of the world throbs in unison with the working-men in it. The time for lazy, dignified do-nothings has passed away, and the time of active, earnest laborers in the shops, on the farms, among the mountains, and in the rooms where the thinking is done, has fully come. We are going to say, over and over again many more times, *life is real. Let us make it so in all our schools!*

FOUR new states and a territory, all within the space of one month! Surely we are making history in a hurry. Thousands of teachers are now taking advantage of this geographical era to teach many valuable lessons. All good pupils of sensible age, by this time, know all about the four new states, but how about the new territory—Oklahoma? It will be found upon reference to any good map of the Indian Territory that the Oklahoma country, just about to be opened for settlement, is a comparatively small part of the territory, lying almost exactly in the geographical center of it. It contains less than two million acres. But a glance at the map will show a great strip of land, three times as large as Oklahoma, called the "Cherokee Outlet." The history of this strip is interesting. It was ceded by the Cherokees to the United States in 1866 for the occupation of friendly Indians; but very little of it was ever used for this purpose, and very little was paid on the purchase money. There is some doubt, therefore, as to whether it belongs, technically, to the Cherokees or to the United States. This territory will probably be open to settlement by next fall or sooner. Then there will be room enough for all to get a farm, and a new territory will soon become a respectable state, having 8,000,000 acres of good land. So we grow.

AS April 15 comes yearly around, so comes the memory of that saddest and blackest day the American people ever knew—the day of the shooting of Abraham Lincoln. Twenty-four years ago last Monday the terrible event happened; yet it is in the minds of the older people as fresh as though it took place yesterday. The terrible war was over; thousands, North and South, had fallen; but one more sacrifice was demanded. That victim was the chief magistrate of our nation. The whole land mourned at his bier. He was a rare man, so full of sympathy for the poorest, the humblest, and the lowest, and yet so much of a statesman. Had he lived, we believe the work of reconstruction would have gone on much faster than it has, and we should have more completely solved the problem of national unity and race assimilation. But the rail-splitter of

Illinois has taught the whole world one of the grandest object lessons it has ever received. All school boys and girls in all this land should know what this lesson is, and if they do, there will spring up in their hearts such a love of the country as will make them loyal men and women during all their after lives.

OUR fifteen centennial years are about to come to an end, and the teachers who have not improved the time in impressing the events connected with our struggle for independence upon their pupils, have lost the grandest opportunity of their lives. The facts of history are of no use unless they are connected by the story of history with both their causes and effects. Here is the order: first a story, then another story directly following, and then another following this. Here are the three golden steps, the cause, the force, the effect of the force, and the result. *In all history, teaching these three steps are essential.* Now let us apply this to the anniversary of Washington. First, the causes leading to the uniting of the states, and the force impelling the people to elect Washington as president. Second, the story of his journey to New York, and his inauguration and subsequent messages and acts. Third, the effect upon the nation, both directly and more remote. Here is a grand lesson, if properly taught. What one could have a more intense interest! Every boy and girl in all the country should know the story of Washington's inauguration by heart. The life and character of no American can fill the hearts of young people with more sincere patriotism than Washington's.

JUST now our attention is directed to the growth of this city. It is an interesting fact that the city directory of 1789 gave only 4,000 names of the 30,000 estimated as the population. A map in this old directory shows that the populated part of the city extended no higher than Reade street. On the east, dwellings stretched along Division street as far as Attorney, and on both sides of Bowery lane to Hester street. Broadway had advanced, on paper only, as far as Broome street; above the City Park it was known as Great George street. There was the Fresh Water Pond, with its encircling hills of green, in the vicinity of the present Tombs; the lofty height of Mount Pleasant, near Grand and Centre streets; and the broad Lispenard marshes, extending west of Broadway, from the present Reade street to Canal street. To those at all familiar with the metropolis this will be interesting reading.

HEALTH is the reward of eternal vigilance.

Children develop diseases almost from birth which will bring life-long disabilities, if not premature death. An examination of the throats and noses of 2,000 New York children was made by Dr. W. Franklin Chappell, of the Presbyterian Hospital last year, and the results have lately been published. Dr. Chappell found, to quote his own words, "that 1,231 of the 2,000 were suffering from some anatomical abnormality, and usually with its accompanying symptoms of respiratory obstruction and catarrh." Most of the abnormal conditions appear after the age of six years, and children of different social surroundings appear to be equally liable to them. "It would seem," says Dr. Chappell in conclusion, "that persons having the oversight of children should have them examined between the ages of six and fourteen years, to ascertain the condition of the throat and nose. It is not alone the throat and nose which suffer from these abnormal conditions, but many other ailments, especially of the pulmonary, digestive, and nervous systems, can be traced to prolonged nasal obstruction and irritation.

TRADE SCHOOLS.

THE JOURNAL has for many years pointed out that the remedy in the reach of those following trades, was to have schools, and insist on graduation therefrom, by those who desired to pursue the trade. Three years ago when the trouble arose between the master plumbers and their journeymen, this was proposed as a remedy. The journeymen were then willing to accept it, but not so the masters; they have since done so, however.

We notice that a beginning has also been made by the tailors. Immediately after the adjournment of the convention of the Merchant Tailors' National Exchange, the delegates visited the trade schools at Sixty-eighth street and First avenue, this city, founded by Col. R. T. Auchmuty. During their visit a number of suits of clothes, which had been made by ten recent graduates, were sold at auction for the benefit of the makers. Various exchanges, as well as individuals, competed in the sale, the New York Exchange paying \$160 for a suit, first choice, and the Chicago and Boston Exchanges paying \$150 each for second and third choices. The rest were sold at lower prices, but a handsome sum was produced. At the regular March meeting of the Merchant Tailors' Society of this city, the boys were each presented with \$50 on behalf of the society. The exchange also presented the sum of \$100 to Mr. Peterson, the very efficient teacher of the school of tailoring, as an evidence of its appreciation of his services. The various societies intend to keep the clothes thus purchased as a souvenir of the first practical effort of education in tailoring.

This was the step we counseled Mr. Powderly to take; education, culture, brains—not strikes, brute force, terrorism—are to rule the world.

MANUAL TRAINING IN NORWAY.

It is about twenty years since Slöjd (manual training) began to be appreciated in Norway. The movement soon spread from Sweden to Norway, where the sense of the importance of domestic industry had previously been aroused through the indefatigable zeal of Rev. Eilest Sundt. The local councils in some towns then began to found Slöjd schools, where instruction was given in the afternoon, at which time there are no lessons given in higher and lower public schools. The instructors were at first skilled artisans, the schoolmasters being in general unable to give lessons in Slöjd. In the course of time, this example has been followed by a still-increasing number of communities; so that there is now hardly any town or borough in Norway where there are not Slöjd schools. Meanwhile, the conviction was growing that instruction in manual labor might be, or rather is, of great pedagogic import, and therefore the lack of pedagogically-trained instructors was felt more and more. For this reason, the Norwegian government has, during the last five or six years, caused courses of Slöjd-instruction to be given gratuitously to schoolmasters holding appointments, who wish to perfect themselves as Slöjd-masters. As these courses have been held during the long summer vacations, and a small stipend has been allotted to every applicant, the majority of the Slöjd-instructors are now properly trained masters.

HOW TO BREAK UP SCHOOLS OF EVIL.

A Philadelphia detective says that one remarkable effect of the high license law in that city, has been to free it almost wholly from professional burglars, thieves, and other criminals. "These people," he says, "always associate together, and when their resorts and haunts were broken up they cleared out. There is no place for them to go, no place of rendezvous, and accordingly they have gone to other places where saloons and all-night dives such as they frequent are permitted to flourish." New York City, with its ten or twelve thousand saloons, probably gets Philadelphia's former quota of crooks.

HOW STATE TEXT-BOOKS SUIT CALIFORNIA.

A correspondent from California to the *Christian Union* says that "for eighteen months, the reading books, arithmetics, and grammars, in use by the public schools, have been those made to order by the state. The geography is not yet finished. It is perhaps not altogether to the point to add that some of the more intelligent of the teachers complain of these books as

machine made, but such is the fact. It is easy to see that such a system is liable to abuse, and as the books are no cheaper to the scholar than those formerly used, it is difficult to see the advantages of the plan."

It has been proved many times that it doesn't pay for a state to become an immense school-book publishing firm. We hope that the time will come when all the states will learn this lesson.

A YOUNG NATURALIST.

There is a boy in Atlanta, Georgia, who according to what we hear, spends his afternoons and all his spare time in foraging in the country for bugs and lizards. Every morning he takes in his pockets to school the results of his last raid. The specimens of insectiferous and reptilian life that he can fish up from the depths of his trousers pockets are many and varied, and awful to touch and look at. Recently the teacher took an inventory of the bugs and other animals found in his pockets, or that escaped therefrom and terrified the other children—and the teacher. There were several varieties of beetles, pigeons with broken wings, English sparrows, butterflies, devilhorses, slugs, snails, earthworms, lizards, a snake or two, and an occasional frog, damp and cold. One day he slyly opened the flap of his pocket, and then went on in his hard, resolute effort to make his teacher think he was studying. After a while the teacher noticed a grasshopper hopping agilely from desk to desk, and the titter and tee-hee of the scholars. A chase was begun, when another grasshopper was seen; then another, and they were everywhere hopping all over the room and sticking their sharp feet in the little girls' hair, frightening them half to death. "Come here!" shouted the teacher to the tender lover of insects, as she reached for a ferule. "Give me your hand, sir." The naturalist held out his hand as if he was a martyr to science. The teacher was about to seize, when she caught sight of two green eyes that flashed at her from the boy's hand, and a sharp forked tongue that seemed to dart into her face. The boy had a snake coiled around his arm. He was not feruled and an Atlanta paper says that the teacher has not felt very well since that day.

Not many children show at so early an age so decided preferences, but when they do, if they have even average abilities, great things may be expected of them; if they are properly educated. It makes no difference how strong natural tendencies are, they must not be permitted to grow up uneducated. Some children grow up almost as wild as Indians, others have all their native forces "educated" out of them. The golden mean is the true way.

WHAT WE OWE TO THE GERMANS.

First are the immigrants that have come here, from the earliest days of German settlement in Pennsylvania down through the Revolution, when Barons DeKalb and Steuben rendered such inestimable service to our Continental troops, and through the European revolutionary period of 1848, when so many of Germany's best men—best in brains and skill—left their native country, to the present day, when a large proportion of our best and most thrifty and prosperous immigrants still come from the country whose mother tongue is the language of Goethe.

The kindergarten is an institution that we owe to the Germans, and the Christmas tree is another, the singing societies another. The turn-vereins were among the earliest, and still are among the best, of our voluntary associations for physical, industrial, and mental culture.

THE CHURCH AND THE STATE.

The Quebec parliament is compelled to raise \$400,000, which is to be apportioned, by the Pope's decision, among the Jesuits and various Roman Catholic institutions. The treasury being empty, the money must be borrowed on the credit of the province; and the lieutenant-governor is reported to have informed the premier that in his judgment an act authorizing the loan will be unconstitutional, and he will be forced to veto it. The Liberal premier, who was fiercely opposed by some of the leaders in his own party in Ontario, was supported by the Conservative government in the Dominion parliament. The Conservative lieutenant-governor now intervenes in the financial administration of his province, and threatens to nullify the action of his own party at Ottawa. This is a very interesting study of the relations in politics of church to the state.

A BAD BILL.

A bill has been introduced into the New York legislature which should be defeated. It provides that hereafter the mayor of this city shall appoint the members of the board of education, so as to give one to each district. We agree with the *Tribune* that there is no conceivable reason for making such a change. The only effect of it would be to reduce those places to the level of "patronage" for the especial benefit of Tammany Hall. The mayor is free now to choose the commissioners without regard to locality, and should remain so. This is the opinion of all with whom we have conversed concerning the subject.

ONCE IN A LIFE-TIME.

It is only once in a life-time that so cheap an excursion is arranged as the Chesapeake and Ohio railroad affords to teachers. The National Educational Association is the objective point, but Norfolk, Fortress Monroe, Richmond, Monticello the home of Jefferson, White Sulphur Springs, Mammoth Cave, Natural Bridge, and a magnificent sea-voyage to and from Norfolk, in an ocean steamer, are the special attractions. This can be had for \$32.00, stateroom and meals on the ocean both ways included. As to heat, we suffered more in Chicago during the meeting of the National Association there, than at Atlanta, when it met at that place. All through July there is little difference between Minnesota and Mississippi. During that month, on the top of a mountain, on the Alleghenies at White Sulphur Springs, or on the Catskills, it is always cool; but in the valleys it is everywhere rather warm.

WAYS THAT ARE DARK.

Miss Kate Field while traveling through the prohibition states has discovered some singular ways of the evil one. One is a "Prohibition wisp-broom," which looks as innocent as any wisp-broom in the world. When she stepped into a Kansas City store to buy it, being curious to know what the name meant, the salesman inquired, "Will you have it with or without?" The explanation was given by unscrewing the top off the handle and raising the wisps, so as to show you a good-sized flask concealed there. "Prohibition Bibles" and "Prohibition canes" are sold in the same way, being simply cases for liquor. In view of these dark ways a certain clergyman has been moved to oppose prohibition, because it tends to increase hypocrisy and perjury.

STANLEY HEARD FROM.

Mr. Stanley has written a letter to his Scotch friend, and gives two new facts about his relief expedition; one that he met Emin on Albert Nyanza, and the other that they were together twenty-six days. In his letter to Tippo Tib he stated that he had left Wadelai, on May 27. He must have arrived at the lake on May 1, after a journey at least six months longer than he had anticipated when he left the Congo. From this long and unexpected delay, it is evident that he encountered extraordinary difficulty in making his way through the unexplored African swamp.

JULIAN HAWTHORNE is of the opinion that the present school curriculum methods, and aims, are nearly as bad as they can be. Julian Hawthorne is an extremist. Our school system needs reforming, it must be confessed, but to say that it is "nearly as bad as it can be," is to say what is far from the truth.

SURGEON GENERAL HAMILTON has given it as his opinion that the great reforms needed are the restriction of immigration, the stricter enforcement of naturalization laws, and the teaching of patriotism in the school-room.

SAYS a student in a large Eastern college: "Our professors know a great deal, we suppose. The Latin man is editing a series of text-books which are heartily commended by every one; but his recitations are as lifeless as an exploded firecracker. Professor C—, who has philosophy, teaches us no more about philosophy than his five-year-old boy could. We would a good deal rather have men who knew less if they could teach us more."

AMELIE RIVES considers that the "children claim our especial thought and attention. 'Men do not gather grapes of thorns, or figs of thistles.' If we allow vice of all kinds to be planted in the breasts of the children, we cannot look for virtue in after years.

"It seems to me that the ghosts of childhood, those children whom we will never see again, and yet which seem more real than our present selves at times, should plead with us for all children who have lived, or who ever will live."

MANAGER DALY, of theatre fame in this city, says that it would be a benefit if some way could be devised of putting more religion into our educational system.

REV. HEBER NEWTON thinks that in our educational system the most urgent reform is, first, the balancing of our excessive intellectualism by a more general manual training, and by a more thorough training in our schools.

County School Council refers to our advice to the Illinois Reading Circle to raise the cash they need out of their own pockets, and says: "Why should they pay when some one else is ready to pay for them? If you are hungry and a good meal is set before you, and the host invites you to eat, why it would be absurd to put the hand in the pocket and pay for it." We think not, if the hungry individual is able to pay and has no claim on the host.

ALL who purchase tickets at reduced rates to the National Educational Association from New Jersey, Connecticut, and New York, in the arranged excursion, must procure certificates from either C. J. Prescott, Jersey City; S. T. Dutton, New Haven; or Jerome Allen, New York City, state managers.

STATE Superintendents Edwards, of Illinois, and Sabin, of Iowa, have made special efforts to promote the observance of April 30. Each of these gentlemen have issued excellent programs.

THE American Institute of Instruction is to meet at Bethlehem, N. H., July 8-10. President George H. Littlefield has prepared an excellent program, and says that the arrangements are completed for the best educational meeting ever held in New England.

MINNESOTA is to have a state board of examiners consisting of the superintendent of public instruction, a superintendent of an independent school district selected by the high school board, and a county superintendent selected by the normal school board. The board has power to grant certificates to qualified persons.

TREASURE-TROVE FOR MAY—Opens with a spirited sea-story "On Board the Squid," by John Preston True. "A Hero's Triumph"—illustrated—tells how President Washington came to his inauguration a hundred years ago. Red-Letter Days in May furnishes just the suggestions teachers want for Memorial-day exercises. "The Railroad World" is an illustrated paper full of information and interest; as also is the illustrated natural history page, the Glimpses of Life, the column About Uncle Sam, and the Science column. The Portrait Gallery shows the face of John Bright, and of Geo. F. Kunz, the famous young Gem-Expert, with something about The Baby King of Spain and Mrs. Burnett. The Dialogue and Cash-Prize Stories will excite the liveliest pleasure in the school-room.

DEAN STANLEY sent a note to a shoemaker about a pair of shoes that were making for him, and the writing was so bad that the shoemaker couldn't make it out. So he returned the note to the dean, with a note of his own saying that he was "unaccustomed to the chirography of the higher classes," and asked for a translation.

NINE REASONS FOR PLANTING TREES.

By SUPT. JOHN TERHUNE, New Jersey.

They increase the rainfall. They modify the temperature. They prevent houses from being struck by lightning. A hail-storm never originates over a forest. Grasshoppers never breed in a wooded country, but only in arid plains. If there are no trees there will be no birds, and crops will then be liable to millions of devouring insects. Trees ornament a farm. They increase its value. They add to the healthfulness of the farm, absorbing gases from the earth and air.



B. A. HINSDALE, A.M., Ph.D.

B. A. Hinsdale was born of good New England stock in Medina county, Ohio, March 31, 1837. His parents were among the early settlers of that part of the Western Reserve, and the boy grew up on his father's farm with the usual surroundings and experience of the pioneer's home. Prior to his twenty-second year, his schooling consisted of such advantages as the district school afforded, with the addition of four terms at the Western Reserve Eclectic Institute, afterwards Hiram College.

On attaining his majority, he took up a course of liberal study at Hiram, then presided over by James A. Garfield. The richly suggestive mind and ardent nature of Garfield made a powerful impression upon the young man; and the strong intellectual grasp, and steadied judgment of the pupil won in turn the admiration and respect of the master. The result was a friendship mutually helpful and inspiring, which continued unabated through twenty years and more, and which was terminated only by the tragic event of the summer of 1881.

The student period at Hiram laid a broad and solid foundation in what are commonly known as the culture studies. In addition to the work in mathematics, ancient classics, philosophy, and rhetoric, a large amount of reading in history and literature was accomplished which have borne fruit in his subsequent career.

He has received the degree of master of arts, from Williams and Bethany Colleges, and, more recently, the degree of doctor of philosophy from the State University of Ohio, at Columbus.

Mr. Hinsdale's service as a teacher began early in the district schools, where he taught some five terms in as many successive years. He then became a tutor at Hiram, afterwards principal of an academy, then professor at Alliance College and later at Hiram College. In 1870, largely through the influence of General Garfield at that time the leading man on the board of trustees, he was called to the presidency of Hiram College, which position he filled with signal ability for the next twelve years. In 1882, he accepted, with much hesitation, the superintendency of the Cleveland schools, a place that came to him without his seeking and quite unexpectedly. The wisdom of the selection for this important position afterwards became apparent to all who were qualified to judge of the way in which he administered the high duties of the superintendent's office. On his retirement from the superintendency in 1886, the president of the board of education, in his annual report, (page 13) thus touched the salient features of his administration: "Mr. B. A. Hinsdale, who for four years superintended our schools in a wise, and exceptionally faithful manner, retired from the position August 31, 1886. I regard the period of his administration as one of the most beneficent in the history of our schools."

Mr. Hinsdale's work in the Cleveland schools and his writings on educational subjects attracted the attention of public school men throughout the country, and when the chair of pedagogy at the University of Michigan fell

vacant by the resignation of Professor Payne in 1887, on the recommendation of many prominent educators, he was unanimously chosen to the place.

His work entitled—"The Old Northwest," published early in the present year, promises to take its place in our standard historical literature. It has received high praise from all qualified to judge of its merits, both for ability in research and power of co-ordination and statement of facts.

In 1862, Mr. Hinsdale married Miss Mary E. Turner, of Cleveland, a cultivated lady, who is the fit companion of his life.

NATIONAL EDUCATIONAL ASSOCIATION EXHIBIT.

The local executive committee of the National Educational Association has decided that an exhibit of school work, calculated to show the present status of education in the United States, be made in Nashville during the session of the National Association for 1889. We believe that this exhibit can be arranged to show the people of the South, more clearly than by any other means, what has been done for the education of the citizen by the older and more populous states; and we are not without the hope that many false impressions of ourselves, will, through this exhibit, be removed. Send us, with as little delay as possible, a catalogue of all the articles you wish to exhibit that we may know how much space to allot to each state, and about how many classes or individuals are to be represented. Space, tables, and ordinary racks and shelves for exposition purposes will be free. Exhibitors will be allowed to place on their tables, and distribute at their stands, such advertising matter as they may think best. If possible the exhibits from every state or territory, and from every county and large city of each state or territory, will be kept together, classified under the following heads:

(a.) Higher—including universities, colleges, high schools, and normal schools. (b.) Grammar. (c.) Primary. (d.) Kindergarten. (e.) Industrial and Scientific—including technical schools, schools for manual training, and schools for several other classes. (f.) School appliances—including apparatus and school supplies, school books, and school architecture. (g.) Miscellaneous.

NOTE:—Material classed under f, g, unless when belonging to schools representing the other departments, will be exhibited separately; but, for purposes of state competition, will be credited to the states making the exhibits. The committee on transportation expect that material for the exposition will be shipped and returned for a single rate. The objects of the exposition are (1) to disseminate such information relative to school work, and school laws and regulations, in all sections of the country, as will enable the visitor to justly appreciate the present status and future possibilities of education in the United States. And (2) to give teachers an opportunity to see and adopt whatever they may consider an improvement upon their accustomed methods.

For the common school departments any kind of work done in the school-room and suitable for exposition, will be received; but the main object will be to show the progress from year to year, in order that teachers may determine at what periods of their school life children can, with the greatest ease and profit, take up the consideration of the various studies believed to be essential in elementary education.

All communications referring to the exposition, must be addressed to

Z. H. BROWN,

Chairman Com. on Nat. Ed. Exposition.
NASHVILLE, TENNESSEE.

EDUCATIONAL BEGINNINGS IN OHIO.

By REV. JAS. H. FAIRCHILD, D.D., Pres. Oberlin College.

The first movement toward the establishment of a college within the limits of our state was made by the Ohio Land Company in 1787. Eight years after the grant was made the land was selected and definitely set apart for this use. Seven years later, in 1803, an act was passed by the territorial legislature establishing "The American Western University," in Athens. A year later the legislature changed the name of the institution to the "Ohio University," and defined its object to be "the instruction of youth in all the various branches of the liberal arts and sciences, the promotion of good education, virtue, religion, and morality, and conferring all the degrees and literary honors granted in similar institutions."

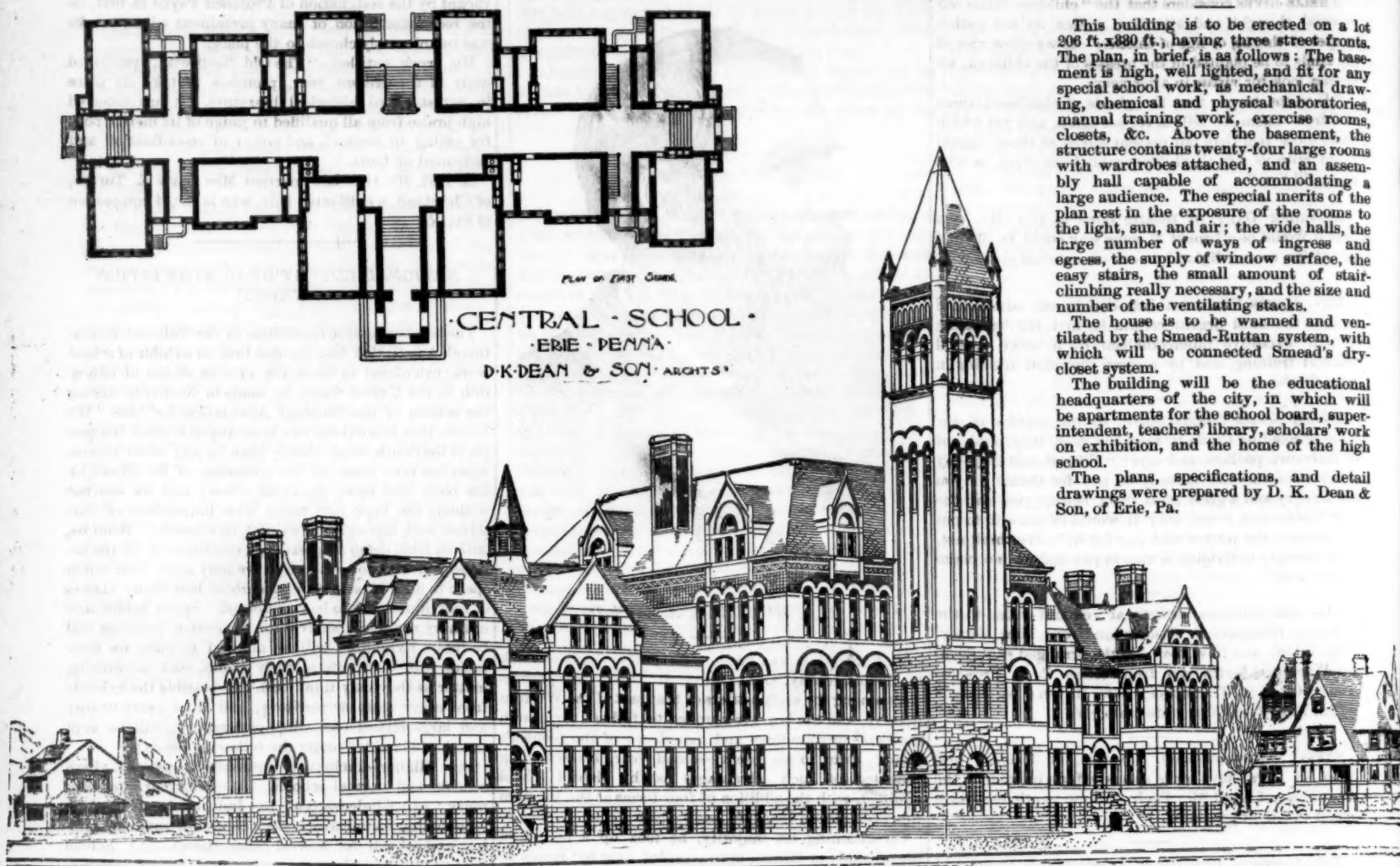
THE CENTRAL SCHOOL, ERIE, PA.

This building is to be erected on a lot 206 ft. x 330 ft., having three street fronts. The plan, in brief, is as follows: The basement is high, well lighted, and fit for any special school work, as mechanical drawing, chemical and physical laboratories, manual training work, exercise rooms, closets, &c. Above the basement, the structure contains twenty-four large rooms with wardrobes attached, and an assembly hall capable of accommodating a large audience. The especial merits of the plan rest in the exposure of the rooms to the light, sun, and air; the wide halls, the large number of ways of ingress and egress, the supply of window surface, the easy stairs, the small amount of stair-climbing really necessary, and the size and number of the ventilating stacks.

The house is to be warmed and ventilated by the Smead-Ruttan system, with which will be connected Smead's dry-closet system.

The building will be the educational headquarters of the city, in which will be apartments for the school board, superintendent, teachers' library, scholars' work on exhibition, and the home of the high school.

The plans, specifications, and detail drawings were prepared by D. K. Dean & Son, of Erie, Pa.



In 1809, twenty-one years after the grant made by the general government, the first college instruction was given in the University of Ohio, and six years later, in 1815, the first degrees were conferred. In 1787, the same year in which the Ohio companies made their purchase, and secured their grant from the general government in the south-eastern part of the state, John Cleves Symmes, chief justice of New Jersey, descended the Ohio river as far as the great falls at Louisville, and was attracted by the fine country in the neighborhood of what was afterward Cincinnati. He contracted for the grant of a township of land for the support of an academy or college. This township was not finally selected and located until 1803. A grammar school was opened upon the site of the contemplated college in 1818, but the Miami University was not organized until six years later, in 1824. Thus the Miami University at Oxford, like the Ohio University at Athens, was founded upon a grant of land given by the general government, and intended as a permanent endowment. In this way the southern part of the state was provided, in the earliest times, with its higher educational institutions.

In 1824 the "Theological Seminary of the Protestant Episcopal Church" at Gambier, in the central part of the state, was chartered by the legislature, and in 1826, two years later, by a second act, the professors of the same were empowered to act as the faculty of a college, under the name and style of the "professors of Kenyon College." Two weeks after the date of the act incorporating Kenyon College, a charter was granted by the legislature to "Western Reserve College" at Hudson, in the northern part of the state. No other college charters were granted until 1832, when such a charter was granted to the "Granville Literary and Theological Institution," afterward called "Granville College," and later "Denison University." Oberlin College received its charter in 1834, Marietta College in 1835. Thus within thirty-three years from the organization of the state we find seven colleges well distributed over the state. These institutions, while under denomination influences and control, cannot be regarded as sectarian in any narrow sense. Their doors are freely open to all students, of all religious connections or none

and the religious instruction and influences brought to bear are rarely, if ever, characterized by sectarian narrowness. The American idea is diffusion rather than concentration. A great cathedral, centrally placed, would be imposing; but a thousand churches, gathering their worshippers in every neighborhood, would be more useful.

The higher education of the young women of Ohio was first provided for in the establishment of "female seminaries," after the model of similar institutions in the older states. The school at Granville, Steubenville, Cincinnati, Oxford, and Painesville were among the earliest of these, which still hold on their way, doing their good work. At the establishment of Oberlin College the plan of co-education was introduced and young women entered upon the collegiate course in 1837 and received the degree of A. B. in 1841, the first instance, in this country, of degrees being conferred upon young women. Since that time the method of co-education has been introduced into most of the colleges and universities of the state and into a large majority of those of the newer states of the West. The system has gone eastward as far as Boston and is even making headway among institutions of the Old World. If there is any merit in the system, Ohio may properly claim the honor of its introduction. The large majority of young women of Ohio now in a course of higher education, are pursuing it under co-educational arrangements. The general course of study in the earlier colleges of Ohio was the same, essentially, as that found in the colleges of the older states.

A movement in the direction of industrial education or manual training is indicated in the attitude of the public mind, and we shall doubtless soon be called to consider to what extent such training can be introduced into our system of college work. The experiment of what was known in its day as the manual-labor system, was tried in several of the earlier Ohio colleges and was universally found impracticable. The question how the American college, as it has been, or is, shall adjust itself to the American university of what is coming to be, is soon to press upon us. As some of our academies grew into colleges by a natural evolution, so some of our colleges are growing into universities, or rather are taking

on university work. There is no supreme authority to determine where this university work shall be undertaken. The determination shall depend on outward impulses and outward favoring conditions. The fear that there will be a waste of effort in this attempt at expansion, is doubtless somewhat pressing. It is more difficult to adjust a large number of universities than of colleges, and a good college will prove more useful than a poor university. Let us hasten slowly. The problem before us of harmonizing the university and the college is a new one. The American college does not correspond with any institution in the Old World. It is wider in its aims and in its work than the great public schools of England or of Germany. It furnishes somewhat of the culture which in those countries is provided at the university. We can scarcely afford to cut down our colleges to make room for the Old World University, nor would it be wise to multiply universities in this country to duplicate the work already done by the colleges. The work of the American university will doubtless be to take the college graduate, with such equipment as he has, and provide him with such special study and education as shall fit him for the higher pursuits of science, of literature in all their branches, and for the different learned professions. Where the college shall end and the university begin, those will better understand who shall gather at the next Centennial.

SIMPLIFICATION OF ENGLISH SPELLING.

By PROF. W. S. SCARBOROUGH, LL.D., Wilberforce University, O.

Those who are interested in the reform of English orthography, will doubtless be pleased to note the progress of the Spelling Reform Association, which recently held its semi-annual meeting at Amherst College. The subject of amended spelling, by the way, is no new one, for it has been discussed in some form or other since the days of Noah Webster. In 1876 it took a more tangible shape, however, and at the birth of the American Spelling Reform Association new life was put into it, and the agitation in this country, so far as I know, began to assume a national aspect.

It will be difficult, even now, after twelve years of constant labor on the part of the reformers to effect immediate radical change. I might add next to an impossibility, but with the names and influence of such scholars as Profs. Max Muller, of Oxford; W. D. Whitney, of Yale; F. J. Child, of Harvard; ex-President A. D. White, of Cornell; Drs. March, Barnard, Wm. Hayes Ward, Gladstone, and others, the future of the reform movement—though probably in a modified sense—is almost assured beyond question. It may not be within the next five years, or even the next ten, but the time will doubtless come, when all silent letters in a word will be dropped except when they are needed to enable us to avoid the wrong sound as in “*vag*” for “*vague*,” or to prevent the loss of desirable distinctions, as “*casque*” for “*ask*,” “*nun*” “*none*” or to obviate obscure derivation as “*dun*” for “*done*.” This is the theory of the reformers. Prof. March in his paper before the association, among other things, said that two or three years of every child's life are spent in learning to spell. Millions of dollars are wasted annually in printing superfluous letters in our language, and many illiterate persons could learn to read if our spelling were simpler. In nations whose language is spelled simply the proportion of illiterates is much less than among English speaking peoples. Our scholars are hampered by whimsical spelling, in the study of their own language.

Another authority holds that one-seventh of the letters in English words is useless, and that the expense and time of printing and writing are one-seventh greater than they ought to be. This is true, and it is in this light that this subject ought to be looked at and discussed. As the American and English philological associations have united in respect to the desirability of a change, and have jointly recommended rules that should govern spelling reformers, they will in all probability, rigorously defend their recommendations, strengthen the confidence of the people, and thereby strengthen the movement.

Why not spell words as they are pronounced, or pronounce them as they are spelled? Why spell one way and pronounce another? There is no consistency in this method, though many think otherwise. There are many others who, though they agree, are not willing at present to adopt amended spellings or a modified orthography, for the reason that they have become accustomed to the old, and the new one looks like an innovation.

We learn from Prof. March's report at the recent meeting, of the Philological Association that a committee of said association in behalf of the Spelling Reform Association is in correspondence with the British Association, with a view to issuing an annual dictionary, and that an effort is being made to secure the services of Prof. Skeete as editor.

Prof. F. P. Brewer of Grinnell College, Iowa, at the same meeting, suggested that the individual members of the Philological Association give their cooperation in collecting new words for the historical dictionary soon to be published in London—and that a half-dozen pages in the *proceedings* of the society be devoted each year to the collection of new words or new uses of old words. How far the association will act in this line does not seem to be indicated, but in all probability the suggestion will be favorably considered, as it should be; for in this, as in other instances, the end sought is better spelling and better English, and I know of no more excellent field to begin operations in, than in these annual philological gatherings.

Several bills were introduced in Congress last year looking to a reform in orthography. Schools to test the science of spelling have been contemplated and may in the future be established.

One of our leading dailies in referring to this subject humorously remarks “that there is room for improvement in orthography cannot be disputed, for some of our Congressmen wrestle with the written language in a way to indicate that a few lessons in spelling would do them no harm.”

The *Ten Rules*, adopted and recommended by the Philological Association, propose changes in harmony with etymological and historical truth and such connections as will not entirely change the forms of words so as to disguise them. At first the changes may seem a little odd, but after using the amended forms for a time, we almost naturally fall into the habit and write with more ease and accuracy than before.

Antistrophe becomes *antistrofe*; *cipher*, *cifer*; *harangue*, *harang*; *pamphlet*, *pamplet*; *plumber*, *plummer*; *scourge*, *seurg*; *zealot*, *zelot*; etc., etc.

While “*Volapük*” has some desirable features which

seem to place it in advance of its competitors as a universal and international tongue, there are numerous objections that render it utterly impracticable for general purposes and make it less adapted to the ends had in view by its inventor, Johann Martin Schleyer, than our own English tongue, which is by far, I believe, more likely to become a universal medium for the expression and exchange of thought than any artificial invention of man.

I see that three or four other so-called artificial languages have put in their claims for recognition; among them *Pasilingua* and *Lingualumina* seem most prominent. As in *Volapük* their names are intended to indicate their universality—*Pasilingua*, from *Pas* (Greek), all, and *lingua* (Latin), language; *Lingualumina*, from *lingua* already given and *lumin* (Latin), light, language of light, becomes universal language. It is a matter of fact that the English language, spoken by more than one hundred millions of people, has at least the lead, and will doubtless maintain it to the extent that it will eventually become the language of the world. The indications are very favorable. The etymological objections to the notes for amended spellings have been sufficiently met by Prof. Max Muller and other learned authorities, so as to need little reference to it in this article. It has been shown that the historical continuity of the English language will not be broken, nor will it suffer by the adoption of the phonetic method in our spelling. Max Muller says that “if the science of language proves anything, it proves that all languages change according to law and with considerable uniformity. If, therefore, writing followed, *pari passu*, on the changes in pronunciation, what is called the etymological consciousness of the speakers and readers would not suffer in the least.”

If we retain the feeling of our etymological connection between *gentlemanly* and *gentleman-like*, we should surely retain it whether we write *gentlemanly* or *gentlemanlike*.

He calls our attention to the words, *barbarous* and *ancious*, which he regards as misleading, as it confounds words, etymologically considered, in—*osus*, such as *famous* (Latin, *famosus*), with words in *us* as *barbarous* (Latin *barbarus*.) Then again he adds, and truly too, “because the Italians write *filosofo* are they less aware than the English who write philosopher that they have before them the Latin *philosophus* and the Greek *philosophos*? If we write *f* in *fancy*, why not in *phantom*; if in *frenzy* and *frantic*, why not in *phrenology*? A language which tolerates *vial* for *phial* need not shrink at *filosofer*.”

I might write on this line column after column, with example after example, but these are sufficient to illustrate the points in question and show the relation existing between them and what is commonly called the “*etymological objections*.”

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

- April 28—James Monroe, Am. statesman, born—1758.
 April 29—Alexander II. Czar of Russia, born—1818.
 April 30—Washington inaugurated—1789.
 May 1—Joseph Addison, Eng. author, born—1673.
 May 2—Robert Hall, English orator, born—1764.
 May 3—Thomas Hood, English poet, died—1845.
 May 4—Horace Mann, Am. educator, born—1796.

THE FISH.

By ISABELLA G. CORWIN, Brooklyn.

Have object before class. Children observe both by sense of touch and sight.

Teacher.—You may tell me what I have.

Child.—You have a fish.

Teacher.—From what was the fish taken?

Child.—The fish was taken from the water.

Teacher.—Yes, the fish has its home in the water but why?

Child.—The fish lives in the water because it breathes water.

Teacher.—The fish breathes the particles of air which are always between the little drops of water. I will show you how the air is in the water. [Teacher takes

cup of water and pours slowly, so as to show the children how it forms into globules, then tells the children that air is so light that it squeezes in between the tiny drops and that God made the fish different from land animals, so it could live and be very happy in its watery home.]

Teacher.—You can show and name some part of the fish.

Child touches and names body.

Teacher.—Touch and name all parts of the body beginning at the head.

Child.—The fish has a head, trunk, tail, gills, gill-covers, fins, and tail fins.

Teacher.—Tell something more about the body of the fish.

1st. Child.—The body of the fish is covered with scales.

2nd. Child.—The fish has no neck, its head looks as though it was an end and first part of its body.

Teacher.—Tell all you can about the head of the fish.

Children.—The head of the fish is shaped like a head but it is flattened.

Teacher.—What are the parts of the head?

Child.—The parts of the head are forehead, eyes, mouth, cranium, nose, and ears.

Teacher.—Have parts of head touched as child names. Children observe eye, and find iris and pupil, also that the fish has no eyelids.

Teacher tell the children that the fish never has tears as there is no tear gland.

Teacher.—For what is the eye used?

Child.—The fish sees with its eyes.

Observe mouth of fish and find lips, teeth, roof, palate, jaws, and gums.

Teacher.—For what purpose has the fish a mouth?

Child.—The fish takes its food into its mouth.

Child.—The fish takes water into its mouth and sends it out through the gills.

Teacher.—Point to the gills and describe.

Child.—The gills are red and look like pieces of fringe laid one above the other. The fish breathes water over its gills.

Child.—The gills have little covers over them.

Teacher.—Why, do you suppose these little covers are here?

Child.—They may be to keep the gills from being hurt when the fish is down at the bottom of the river or ocean.

Teacher.—Yes, they are given for protection and the fish can open and shut these little covers when there is danger of the gills being torn.

[Teacher show that gill-covers are movable.]

Teacher.—Point to the teeth of the fish.

Teacher.—Some fish do not have teeth, but others, as the shark and blue-fish, have very sharp teeth which we will talk about by and by.

Teacher.—Name another part of the head.

Child.—The fish has nostrils.

Teacher tell children that the nostrils do not open into the throat or head, also that the fish does not breathe through the nostrils. Some fish do not smell with the nostrils.

Teacher.—How does the fish hear?

Child.—The fish has ears.

Teacher.—Yes, and they are very sharp little ears, all inside of the head; the fish has no outside ears.

Teacher.—(Pointing to fins.) What are these?

Gain from children number of fins and description.

Child.—The fins are flat; the fish uses its fins in guiding itself and in swimming.

Teacher.—(Passing hands over trunk.) What is this of the fish?

Child.—That is the trunk of the fish.

Teacher gain from children something of size and shape, have children tell if they have seen fishes larger or smaller, and allow them to give word picture of same.

Teacher.—With what is the trunk of the fish covered?

Child.—The trunk of the fish is covered with scales.

Teacher.—(Giving scale to child.) You may tell me about the scales.

Child.—The scales are round and flat.

Child.—The scales are hard and smooth.

Teacher.—Notice how the scales are placed on the body of the fish.

Child.—The scales lap, one over the other, like shingles on the roof of a house.

Teacher.—Now there is one part of the fish we have not described.

Child.—We have not told about the tail of the fish.

Teacher.—You may tell all that you can about the tail of the fish.

Child.—The tail of the fish is flat.

Child.—The tail of the fish has two parts to it.

Child.—The tail of the fish is made of the same material as the fins.

Child.—The fish can move its tail from side to side.

Child.—The fish uses its tail in swimming.

Child.—The fish uses its tail as a rudder to steer itself with.

The teacher can enlarge upon this lesson and bring in many instructive lessons both on the fish and the fisher. From this it is easy to go from the outside to the inside of the fish, as the dissection of the fish will be far more fascinating to the child than the study of the exterior. It is an excellent plan to have a globe of live fish in the class-room that the children may see use of gill-covers, fins, and tail. Use the blackboard for drawing of parts. Both the teacher and child should draw, that the lesson be more firmly impressed on the mind. Keep up the interest of your class and be ready to stop with the first sign of weariness; if you wish to make object teaching a success, know when to begin and when to stop.

THE NEW YORK STATE COURSE IN FORM STUDY AND DRAWING.

By JOHN H. FRENCH, LL.D.

INTRODUCTION.—The term drawing very inadequately expresses the nature of the study it is desirable to have taught in the schools under the name. When the study was first introduced into the schools, it was very properly called drawing, inasmuch as the work of pupils consisted principally of drawing from printed copies, and the instruction was devoted mainly to the training of the hand and eye in copying. As the study has developed, however, under the influence of educational methods, the character of the instruction and the work of pupils have entirely changed.

The study of form as observed in models of type-forms and in objects, has taken the place of the study of printed copies, and the instruction has been broadened so as to include the cultivation of the observing powers by the study of things on the one hand, and the expressive powers, through making, drawing, and language on the other,—drawing, however, beyond the elementary work, being the principal means used in expressing form knowledge and its applications.

Thus it will be seen that drawing is *only a feature in the important study of form*, while in the applications of form knowledge, both in education and in practical life, it becomes the principal means for expressing thought. Hence, the proper title for the study that is now desired in the schools is FORM STUDY AND DRAWING, and not drawing alone.

The following syllabus has been arranged in accordance with this idea of the study; and is divided into two parts. The first or elementary part is devoted to gaining a knowledge of the properties of forms from models of type-forms, and from objects based on them. In this division it is intended that the aim of the instruction shall be to develop the pupils' powers of observation, and to give training in the means of expressing thought in regard to form, through making, drawing, and language.

In the second division the study of form in objects is still continued, but it is now the aim of the instruction to give expression to this form knowledge, and to make applications of it mainly through drawing. In this division the course of study prepares broadly for general education and for practical life.

Persons who expect to qualify themselves to pass examination in the study and representation of form merely by studying some text-book on drawing for a few days or weeks, need to be reminded of the following facts:

1. In the near future drawing is to be taught in all the public schools this of state.
2. A knowledge that will enable a person to successfully pass an examination in this subject, must be such a knowledge as will enable him to teach the subject properly.
3. A person properly qualified to teach the subject must be familiar with the terms, characters, and materials used, with the results to be secured, with the development and training of the mental and physical powers concerned in the work, with the proper synthetic order of arrangement of the parts of the subject, with a logical method of presenting instruction and conducting the work; and must also have the manual skill which can be acquired only by considerable practice in all the details of observation, construction, representation, and ornamentation.

The subjects with which all candidates should be theoretically and practically familiar, to enable them to

give that kind of instruction of the greatest value to the children of the state, are included in the following:

COURSE OF STUDY.

I. TYPE-SOLIDS.

FIRST YEAR.

- | | |
|--------------|-----------------------------------|
| 1. Sphere. | 4. Hemisphere. |
| 2. Cube. | 5. Square Prism. |
| 3. Cylinder. | 6. Right-Angled Triangular Prism. |

SECOND YEAR.

- | | |
|----------------------------------|---------------|
| 1. Ellipsoid. | 4. Cone. |
| 2. Ovoid. | 5. Pyramid. |
| 3. Equilateral Triangular Prism. | 6. Vase Form. |

(a) The first half of the first year the work is to be mainly the study of the six type-forms, with some attempts at representation by stick and tablet-laying. No drawing as a regular exercise is to be required this half year.

(b) In the second half of the first year simple exercises in paper-folding and paper-cutting are required. Drawing is to begin in this half year.

Method of Study:

- | | |
|--------------------|-----------------------------|
| 1. By sight. | 1. As wholes. |
| 2. By touch. | 2. As to faces. |
| 3. By arrangement. | 3. As to surface. |
| | 4. As to edges and corners. |

Order of Study:

Ways of expressing:

- | | | |
|-----------------|---------------|----------------|
| 1. By language. | 2. By making. | 3. By Drawing. |
|-----------------|---------------|----------------|

Plane figures to be taught:

- | | |
|------------|---------------------------|
| 1. Circle. | 4. Right-Angled Triangle. |
| 2. Square. | 5. Equilateral Triangle. |
| 3. Oblong. | 6. Isosceles Triangle. |

Lines are to be taught.

As to directness:

- | | |
|--------------|------------|
| 1. Straight. | 2. Curved. |
|--------------|------------|

As to position:

- | | |
|----------------|------------------------------|
| 1. Horizontal. | 1. Parallel. |
| 2. Vertical. | 2. Perpendicular. |
| 3. Oblique. | 3. Converging and Diverging. |

THIRD AND FOURTH YEARS.

1. Continued study of the twelve type-solids: and,
2. Study of natural forms based upon them.
3. Teach reversed curves, symmetry, and proportion.
4. Drill in position, pencil-holding, pencil-movements, and quality of line.

[TO BE CONTINUED.]

RECREATION OUT OF SCHOOL.

It is well for teachers to plan for the entertainment of their pupils in evenings when they meet in a social way. The following, taken from an article by Amanda B. Harris from the *Christian Union*, contains so many good hints, that we give it entire, knowing that it will be helpful to many of our readers:

"What shall we do next? Please tell us something to do! We have tried everything we can think of."

"Yes. Do! do! do!"

Half a dozen bright school boys and girls—bright but bored, for the rain had "set early in" that December afternoon, and they were in a state when the most arrant nonsense would have been more than welcome.

The mother remembered to have read about proposing sentences or making up couplets in rhyme relating to some historical event, and the company must supply the name or facts. Each must take turns in composing, and all be prompt with a solution.

She gave these two samples, which she could recall:

"The monarch of the wood sheltered the monarch of the land," and

"A silken cloak laid o'er a marshy place
Forms a firm stepping-stone to reach the sovereign's grace."

The young people caught the idea and spirit in an instant; and here follow some of the sentences and rhymes with which they fairly pelted each other:

"Good for nothing but to sit and dream,
He moved the world by a tea-kettle's steam."

"Too fond of the fruit of the vine,
He was drowned in a butt of wine."

(Just here the older sister, who was called "the Suggester," interrupted by saying that a word of explanation was due poor Duke Clarence.)

"Seven wise men round a table,
Stand an egg up, if you're able."

The Suggester doubted if there were seven of them, but was silenced by the convincing explanation that "seven" was convenient for the measure, and by the following overwhelming couplet:

"When the monk his inkstand hurled,
Upside down he turned the world;" and by this effort:

"Once upon a midnight dreary,
A little army, worn and weary,
Crossed a dark and sullen river."

Said the Suggester: "I fear we shall be indictable for the encouragement of doggerel;" and then offered this trite sentence in prose:

"He played with fire in the skies."

The fun waxed; the girls and boys were all astir, and their wits on the alert. They racked their brains, they searched their memories, and produced all manners of rhymes and stanzas, limping and halting, comical, pathetic, far-fetched, ingenious, bright, or the reverse, as the case might be. And how the evening sped by on wings!

And then they made conundrums, mostly on geographical names, as fast as they could speak; the more they made the easier it became.

For examples:

What country becomes a woman's name by the addition of one letter. (Answer, *France*.)

What river becomes the name of a certain poet by adding a letter? (Answer, *Po*.)

What is the lightest city in the world? (Answer, *Cork*.)

Remove the first letter from the name of a country, and what unpleasant feeling will you have? (Answer, *Pain*.)

Remove the first letter from a noted city of classic times, and what masculine name will you have? (Answer, *Roy*.)

Here is a far-fetched one:

What city would you speak of when a hail-storm was breaking your windows? (Answer, *It makes Glass-go*.)

And here is an atrocious one:

What mountains ungrammatically express the natural propensity of the feline race? (Answer, *Cats kills*.)

By this time the spirit of mischief was in the air, eyes sparkled, cheeks glowed; those girls gave out nonsense like electricity, and each did worse than the one who went before. They took Turkey, Greece, Trieste, Maine, Connecticut, Wales, Idaho, and similar available names; and then tortured after this fashion Penobscot ("pen ob Scot"), Andover ("Hand over"), Taunton ("taunt on"), Toulouse ("too loose"), Masabesic ("massa be sick"), Pyrenees ("pair o' knees"), Genoa ("d'ye know her"), and a score of others.

The Suggester toned them down with some old charades, enigmas, and riddles she had picked up. One from Yorkshire runs thus:

"*Item Paradisum*, all clothed in green,
The king could not read it, no more could the queen.
They sent for the wise men out of the East,
Who said it had horns, but wasn't a beast."

(Answer, *Holly*.)

One that Miss Mitford said was the best she ever encountered is called

MISS FANSHAW'S CHARADE.

"Come, take a chair,
And set it there,
Farther from the door.
Pray, pray,
Don't say nay,
Eat a little more.
My first is said.
My second's red,
My whole I'm sure you know.
It's cousin Pat,
And brother Nat,
Aunt Jane, and Uncle Joe."

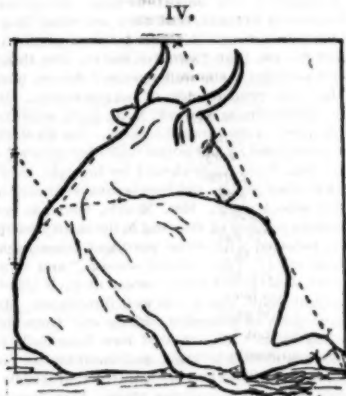
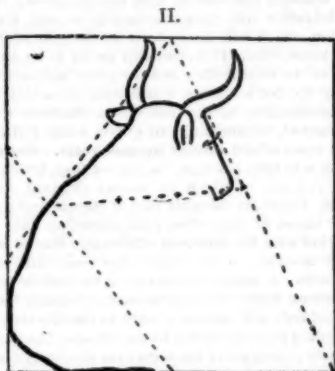
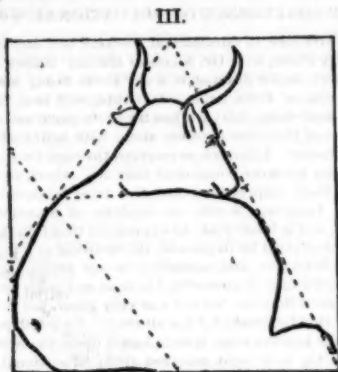
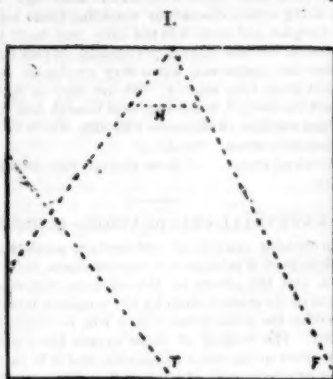
(Answer, *Kindred*.)

The entertainment of that most enjoyable evening, which was full of suggestions, closed with this, which was sent to Garrick by a young duchess, on the word "blockhead":

"My first no life or feeling blesses,
My second every sense possesses,
And nothing more affronts my second
Than when it like my first is reckoned.
United, they a being show,
The greatest nuisance that we know."

BLACKBOARD DRAWING.

By GEO. E. LITTLE.



EXPLANATION.—These drawings are so simple that no teacher will be unable to reproduce them. Do not try to do too much at once. Many teachers get discouraged after a few attempts, and conclude they have no native talent, when in fact the trouble lies in their trying to do too much at the beginning. With perseverance and the "Hand-Book" prepared by Prof. Geo. E. Little of 127 Third street, N. E., Washington, D. C., containing over three hundred outline drawings of familiar objects, vegetables, fruit, flowers, animals, etc., any teacher can make a success of this work. This little book can be had for thirty-five cents in stamps or postal-note sent to Prof. Little. This is not an advertisement; it is only a little piece of information that will help many teachers who need just the help this book will give them.

And one of Fox to Garrick, impromptu, on the word "idol."

"My first is myself, in a very short word;
My second's a plaything, and you are my third."



FROEBEL.

BIRTH.

Frederick Froebel was born in the Thuringian forest in Oberweissbach, a village of Schwarzburg, April 21, 1782.

EARLY CHILDHOOD.

His mother died when he was nine months old, and he was left to the care of servants. When he was four years old his father married again.

GOES TO SCHOOL.

He was not sent to school until he was ten years old, and as his father was minister in the village, he went to a girls' school. The appointed passage for the first week was "Seek first the kingdom of God," and it made a deep impression upon his mind.

MISUNDERSTOOD.

His parents were not in sympathy with him, and he was

often accused of being guilty of some bad action, when in reality he was innocent. He longed for a change, and at his request was sent to live with an uncle, in Stadt-Ilm, who was a gentle, benevolent man.

LIFE AWAY FROM HOME.

He enjoyed life at his uncle's very much, for he was allowed many privileges that had been denied him at his father's. He associated with boys of his own age, and he felt a sense of freedom and peace. Reading, writing, arithmetic, and religious instruction were well conducted in the school of Stadt-Ilm.

VISITS PESTALOZZI.

Hearing and reading much of Pestalozzi, he visited him at Yverdon in Switzerland, and saw the working of ideas that he had always been interested in. Afterwards he used Pestalozzi's methods in teaching.

ESTABLISHES A KINDERGARTEN.

In the year 1840, he established a school at Blakenburg, near Rudolstadt, to which he first gave the name of kindergarten. His wife, Miss Hofmeister, of Berlin, was very enthusiastic in the work, and if it had not been for her, the world would never have known Frederick Froebel as the originator of the kindergarten.

HIS DEATH.

He died June 21, 1852. His great love for flowers remained to the last, and his bier was adorned with garlands of flowers, and the children threw flowers upon flowers into his grave.

SAYINGS OF FROEBEL'S.

Do not allow yourself to be misled by the press of business; guard yourself from saying, "Go away! you only hinder me;" or, "I must hurry; let me do it quickly alone!"

Let us give life to ourselves, then to our children.

Fathers, parents, come, let our children supply us with what we lack.

Let us learn from our children; let us give ear to the gentle monitions of their life, the quiet demands of their intellect. Let us live with our children; so shall the lives of our children bring peace and joy to us; so shall we begin to be and to become wise.

I love flowers, men, children, God! I love everything!

Man is at once the child of nature, the child of humanity, and the child of God.

Take care of my flowers, and spare my weeds; I have learned much from them.

TOPICS FOR DISCUSSION
IN THE SCHOOL-ROOM.

NOTE.—These paragraphs can be used with great profit to pupils in thousands of schools. They may be read and questions asked concerning the subjects suggested. An interesting conversation lesson can be conducted, that will afford a great deal of both pleasure and usefulness.

REJECTION OF MURAT HALSTEAD.

The recent rejection of Murat Halstead, as minister to Germany, has created considerable comment. It is said that, as editor of the *Cincinnati Gazette*, his criticism of the members of the senate has made him many enemies, and we presume this is a fact. There is a good deal of sympathy expressed for Mr. Halstead, as he is lying ill at home, but his friends in Ohio declare that they will elect him next winter to the senate and when in that august body he may be able to say something for himself.

RUM FROM BOSTON.

A distillery firm in Boston has a contract to furnish 3,000 gallons of wine to the Africa trade for the next seven years. This statement seems almost incredible, and yet we have it from excellent authority. This will amount to almost a million gallons annually. It is said to be a fact that almost all of the rum manufactured in the United States is made within five miles of the Boston state house, and of course it follows that nearly all the liquor sent from this country comes from Massachusetts. In view of these facts it becomes every lover of his race to exert himself to rid the country of a curse that not only saps the vitality of this nation, but stands directly in the way of the uplifting of others.

CONCERNING WASHINGTON.

Everything concerning Washington is greedily read. He wasn't a very handsome man, yet in military costume and before a public assembly he made a remarkable impression. His boots were enormous; when walking he wore No. 13, ordinary shoes were No. 11. He stood six feet, two inches in height, and had enormous physical strength in his younger years, and his hands were as large in proportion as his feet; and as he could not buy gloves to fit them, he had gloves made to order. His ordinary weight was a little over 200 pounds; but in his mature years he weighed much more. His large tent when wrapped up with poles was so heavy that it required two men to place it in the camp wagon, but Washington could lift it with one hand and throw it in the wagon as easily as one could a pair of saddle bags. He was an enormous eater, but always wanted very plain food, principally bread and meat. In common with the customs of the times in which he lived he was in the habit of taking a drink of rum or whiskey on waking in the morning. In his later life he wore false teeth that did not fit very well, and thus gave an unnatural appearance to his mouth.

STANLEY'S GEOGRAPHICAL DISCOVERIES.

Stanley's geographical discoveries have been noteworthy, albeit the object of the relief expedition has not been exploration. He has traced the Aruwimi hundreds of miles from the Congo to the highlands flanking the Nile basin. He has demonstrated the extent and character of the enormous forest belt that extends northward from Tanganyika to the equatorial lakes. He has discovered a snow-capped mountain which he thinks rivals Kilimanjaro in height. He has described the tributary of the Nyanza, which undoubtedly connects that mysterious lake, Muta Nidge, with the Nile system. If he sets out for Zanzibar from the southern edge of the Nyanza, he will make material additions to geographical knowledge, for he will pass through a region which has never been explored.

THE SILVER REPUBLIC.

Reports from the Argentine (Silver) Republic show that immigrants are pouring into that country, and that it is prospering greatly. In 1887 there were 137,436 immigrants, as against 93,116 in 1886. During eleven months of 1888 the number reached 128,707. With about one-fifth of our population, the Argentine Republic received one-fourth as many immigrants. The late Congress voted the cost of 50,000 passages to be advanced to agriculturists and artisans in Europe. Railroads, banks, and manufacturing are largely increasing in number. Intelligence is keeping pace with the progress in other directions. Buenos Ayres has more daily papers than New York, and the people are eager students of the institutions of the United States.

LAND AND WATER PARADES.

The arrangements for the land and water parades at New York, in celebration of the centennial of Washington's inauguration are nearly completed. Admiral David D. Porter has accepted the office of grand marshal of the naval parade. The boat's crew that will row President Harrison from the United States steamer Dispatch, to the landing at the foot of Wall street has been chosen. As with President Washington a century ago, the crew consists of thirteen members of the Marine Society of New York. The division of German American societies, in the land parade, is expected to number 15,000 or 20,000 men. The public school section will also constitute a striking feature of the civic parade.

RAILWAYS IN CHINA AND JAPAN.

The opponents of the progressive policy of the viceroy, Li-Hung-Chang, have prevented for the present the extension of the only railway in China. The projects of the enlightened statesmen are at the mercy of the ignorant and superstitious counselors who surround the throne. The proposed extension of the railway was forbidden, because a fire in the imperial palace was declared by the astrologers to be a warning against the adoption of foreign devices. In striking contrast to this medieval conservatism, is the policy of Japan. There the government has undertaken to supply railroads wherever they can be of use, and already hundreds of miles of road are in operation.

Distress after eating and other dyspeptic symptoms are cured by Hood's Sarsaparilla.

EDUCATIONAL NOTES.

INSTITUTES APPOINTED FOR NEW YORK.

Date.	County.	Dis.	Town.	Conductors.
May 6	Westchester.	3	Springville.	Sanford, Stout.
" 6	Erie.	3	Albion.	Albro.
" 6	Broome.	1	Windsor.	Barnes.
" 13	Onondaga.	4	Boonville.	Barnes.
" 13	Madison.	1	Albion.	Albro.
" 13	Oswego.	3	Mexico.	Sanford.
" 13	Queens.	2	Hempstead.	Stout.
" 20	Oswego.	2	Phoenix.	Barnes.
" 20	Essex.	1	Elizabethtown.	Stout.
" 20	St. Lawrence.	2	Madrid.	Sanford.
" 20	Chenango.	2	Oxford.	Albro.
" 27	Essex.	2	Schroon Lake.	Stout.
" 27	Clinton.	1	Plattsburgh.	Sanford.
" 27	Albany.	2	Berne.	Barnes.
" 27	Columbia.	1	Germantown.	Albro.
June 3	St. Lawrence.	3	Norwood.	Stout.
" 3	Clinton.	3	Champlain.	Sanford.
" 3	Broome.	2	Union.	Barnes.
" 3	Montgomery.	1	Albion.	Albro.
" 10	St. Lawrence.	1	Gouverneur.	Stout.
" 10	Onondaga.	3	Camden.	Barnes.
" 10	Hamilton.	1	Wells.	Sanford.
" 10	Rensselaer.	1	Hosick Falls.	Albro.
" 17	Franklin.	2	Brushton.	Stout.
" 17	Livingston.	1	Livonia Station.	Albro.

SUMMER SCHOOLS.

ASBURY PARK SEASIDE SUMMER SCHOOL, Asbury Park, N. J.—July 15-Aug. 5. Edwin Shepard, 77 Court street, Newark, N. J., secretary.

CHAUTAUQUA LITERARY AND SCIENTIFIC SUMMER SCHOOL, Chautauqua, N. Y. John H. Vincent, chancellor; Lewis Miller, president; W. A. Duncan, secretary, Syracuse, N. Y.

GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y., July 30-Aug. 19. Sherman Williams, Glens Falls, N. Y., secretary.

Iuka Normal Institute, Iuka, Miss., June 17-July 26. H. A. Dean, Iuka, Miss.

Lake Minnetonka Summer School, Excelsior, Minn., July 9-Aug. 2. H. B. McConnell, Minneapolis, director.

MARTHA'S VINEYARD SUMMER INSTITUTE. William A. Mowry, 56 Bromfield St., Boston, president, July 15, three weeks. A. W. Edson, manager, School of Methods, Worcester, Mass.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y., July 9-30. Chas. F. King, Boston Highlands, Mass., director.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Phila., Grimaby Park, Ontario, Can., July 1-Aug. 10. Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

OHIO VALLEY SUMMER SCHOOL OF METHODS, Steubenville, O., July 16-27. H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL. Miss Lelia E. Patridge, president; Will S. Monroe, secretary.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass., July 8, five weeks. Prof. William L. Montague, Amherst, Mass., director.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn., July 2-16. Charles D. Hine, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y., July 23-Aug. 16. J. J. Crandall, Salamanca, N. Y., secretary.

Sauveur Summer College of Languages at the University of Vermont, Burlington, Vt., July 8-Aug. 19. Helen L. Burritt, Burlington, Vt., manager.

Texas Summer Normal School, July 1-Aug. 1, Galveston, Texas. Hugh E. Conyngham, Galveston, Texas, secretary.

West Virginia University, State Normal Institute, Morgantown, W. Va., June 18-July 26. Edward S. Elliott, Morgantown, W. Va., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H., July 15-Aug. 2. Prof. A. H. Campbell, Johnson, Vt., manager.

NATIONAL EDUCATIONAL ASSOCIATION.

NASHVILLE, TENN., July 16-19. A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

AMERICAN INSTITUTE OF INSTRUCTION, Bethlehem, N. H., July 8. Geo. Littlefield, Newport, R. I., secretary.

STATE ASSOCIATIONS.

ALABAMA, April 10-12, Selma.—Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

ARKANSAS, June 19-21, Pine Bluff.—J. Jordan, Pine Bluff, president; Josiah H. Shinn, Little Rock, secretary.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

KENTUCKY, June 28-29, Winchester.—J. J. Glenn, president; Prof. R. H. Caruthers, 704 W. Main St., Louisville, Ky., secretary.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur.—A. G. Weimer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

MISSOURI, June 18-20, Sweet Springs.—S. S. Laws, State University, president; L. E. Wolfe, Moberly, secretary.

NEW YORK, July 2-4, Brooklyn.—E. H. Cook, Potsdam, president; A. W. Morehouse, Port Byron, secretary.

NEBRASKA, Lincoln.—Chas. E. Bossey, Lincoln, president; Emma Hart, Winser, secretary.

NORTH CAROLINA, July 18-19, Morehead City.—Geo. F. Winston, Chapel Hill, president; Eugene G. Harrell, Raleigh, secretary.

OHIO, July 2-4, Toledo.—Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

PENNSYLVANIA, July 9-11, Altoona.—E. E. Higbee, Harrisburg, president; J. P. McCoskey, Lancaster, secretary.

SOUTH CAROLINA, July 16-18, Charleston.

TEXAS, June 25-27, Galveston.—J. T. Hand, Dallas, president; Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville.—Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown.—B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

AT HOME.

THE CONFERENCE OF EDUCATIONAL WORKERS.

The conference of educational workers met last Saturday at 9 University Place, with Dr. Nicholas Murray Butler in the chair. The subject under discussion was "Form Study and Drawing." Miss Haven, of Felix Adler's Institute, said that form drawing was no longer a specialty; it has taken its place among the regular studies of the school course along with arithmetic, grammar, and geography. Impressions received through the sight and muscular senses are more permanent than any others, and the expressions of these impressions are the most expressive of inner thought. Language is only one medium of conveying sense impressions, and is inadequate to express all that is in the mind. The kindergarten must be improved, the drawing as left by Froebel is said to be defective, and, according to our present light, must be pronounced a failure unworthy the time and pains bestowed upon it. The work that Froebel did was very great, but it must not be supposed that he finished it for all time. An intelligent improvement of the kindergarten system based upon the work of experience, and the new light received from educational philosophy, will make Froebel's drawing methods far more effective in the future than in the past. Miss Haven was followed by Prof. Perry, of Pratt Institute. His remarks were full of most valuable suggestions, which we hope to lay before our readers before many weeks. He made a very important point in stating that pupils are apt frequently to think that they see what they do not see, and that teachers are apt to think because pupils are told what they ought to see, that they will see it. Old things that have passed their usefulness should be given a decent burial. Experience is the only proper basis of advancement. Miss Faucett, supervisor of drawing in Newark, N. J., made some remarks concerning the work in the Newark schools. She illustrated her work with charts prepared by the pupils under her general supervision. She insisted that form study should be brought into closer connection with other lessons, not be a separate exercise disconnected from other school work. Mrs. Morris, who has recently been appointed state teacher of drawing in the institutes of the state of New York, followed with some pertinent remarks, in which she showed how colors often "fairly scream," and how frequently they are even so arranged as to "swear at each other." This is a very important point, and it was well illustrated. Miss Hicks, of Boston, gave quite an extended address on "Drawing as a Means of Expressing Ideas." She showed how frequently it is thought pupils make mistakes in looking, and dwell on the fact that it is necessary for teachers to be very careful that pupils understand before they attempt to express ideas. Her illustrations from charts prepared in Boston were very interesting and profitable. DR. N. A. CALKINS, assistant superintendent of New York City, addressed the meeting. He said:

"You have now listened to four educational workers who have presented their respective subjects in an able and interesting manner. Their work has been so well done that there appears to be little need that I should attempt to say anything, unless it be as an observer to state what I think of this matter."

"It seems almost impossible for any teacher who has intelligently considered form and drawing, and who has carefully observed its developing power, so admirably adapted to the conditions of the children in primary schools, to doubt its claims and value in school instruction. I am gratified by these evidences of progress in educational thought and work of the present day. Thinking teachers are rising above traditions and turning their faces to the realities of present needs in education."

"I rejoice that this association of educational workers has undertaken, through reports by committees of experts, representing the different plans of education, to bring out the strongest claims of each, and then to discuss these claims in the light of experience as to the needs of pupils for their development and duties in subsequent life. By such means we may hope for the survival of the fittest in plans and methods."

"But after considering all that would be good for our pupils to have, we are met with the cry of 'too many studies; no time for thoroughness; no room for more subjects.'"

"Does not this cry relate chiefly to something usually reached by frequent reviews and many examinations, the value of which is more imaginary than real—a feat of memory in language rather than a mastery of the subject?"

"It is pertinent that we consider whether or not much of the so-called thoroughness leads to waste of time in attempt to make pupils reach something that can only be attained by time and experience through expanded mental powers which alone make possible wider and firmer grasps of subjects, and render thoroughness possible. Might not much of this wasted time be saved by a better development of the powers for gaining knowledge, and training pupils in habits of self-help in education?"

"There may be danger in clinging to our old craft and sailing on, forgetful of the true polar star in education."

MR. LANGDON S. THOMPSON, supervisor of drawing, Jersey City, said:

"That it is true, in form study, the natural order is analytical, that is from the whole to its parts. It is also true that drawing is necessarily constructive, that is, synthetical; hence the natural order is from the parts to the whole. No form except perhaps the sphere and one or two others can be drawn at a single dash. The simplest form as a triangle is made up of three parts, each of which must be thought of and drawn separately. The study of the triangle is from the whole to its parts. The drawing of the triangle is from the parts to the whole; and so of other forms. In any logical and practical system of drawing it will not do to ignore dots and lines. Dots and lines may be used to express the thoughts, feelings, and desires of pupils, as well as geometrical forms. If pupils will think as they use points and lines, their mind growth is secured; if they do not think when they use forms there is no growth. There is no magical power in dead matter to make pupils think. It is the contact of mind with mind that is educative."

"I will refer to one topic mentioned by my friend Dr. Calkins. He said, and we all know that it is true, that teachers and school officers complain that there is no time for form study and drawing. The answer to this objection is that a man loses no time in whetting his tools. Nor does a teacher lose time in properly

teaching drawing. This study creates its own time by brightening and quickening the powers of the mind and body in such a way that they perform their other school work more rapidly and thoroughly than they would without the drawing. Give drawing and form study a fair chance by teaching them on sound pedagogical principles and they will not only pay back the time they have borrowed, but also a large percentage on this time."

Altogether the conference was a very profitable one, and three hours passed away very rapidly. We are safe in saying that the teachers left the room feeling that real benefit had been received. We hope that another conference like this one will be arranged by the association at an early date.

Superintendent Dutton, of New Haven, was present, but made no remarks.

THE CENTENNIAL CELEBRATION.—SCHOOL NOTES.

The approaching centennial celebration awakens a desire to learn the details of Washington's inauguration, the history of the convention, and the efforts of the eminent statesmen to secure the adoption of the constitution by the requisite number of states, which preceded the great event which will be commemorated on the 30th inst. The details of these events have not been sufficiently described in our school histories, and it is safe to say that the number of our people who were familiar with the fact that this city was the first capital of the United States, and that Washington took the oath of office on the steps of Federal Hall, which stood on the corner of Wall and Nassau streets, where the Treasury building now stands, were comparatively very few.

This celebration will cause thousands to seek for the needed information, which will prove to be a valuable addition to their historical knowledge. If it shall also prove to be an incentive to the study of the constitution and the great measures which were adopted by the first congress, which were a practical commentary on the constitution, adults and school children will be much better prepared, intelligently, to exercise the right of suffrage, than have some of the former in past years. The civic procession, which is to take place on the 1st of May, the day succeeding the military, is one in which the school children should participate. Supt. Jasper, in the early part of March, sent a communication to the board of education, recommending that some action in connection with the proposed celebration should be taken, and at the last meeting of the board, the committee on course of study reported a plan, the execution thereof devolving on the superintendent, which was unanimously adopted. On the 29th of April the schools will assemble only in the morning, and on the two succeeding days there will be no school. The superintendent met the male principals of the schools in the hall of the board on Friday afternoon last, and had a conference with them in relation to the proposed plan.

On Monday, the 29th inst., all the schools will assemble as usual, but no studies will engage the attention of the pupils. Appropriate addresses by school officers, and singing by the schools of patriotic songs, will take place. It is proposed that previous to that day the boys shall practice the singing of these patriotic songs, so as to be prepared to sing them on that day, while marching, and to be drilled so as to march correctly in the procession. Certain directions were given to the principals, which they are to observe, and details hereafter will be furnished them, the heeding of which is essential to the success of the undertaking.

It is also desirable that some of the girls of the schools shall be conveyed in carriages on Monday afternoon to the city hall where the President is to receive the citizens, and deliver to him there an address, accompanying it with a distribution of flowers. The details of this part of the program have not been completed; but it is thought that our school girls should have an opportunity of doing, in part, that which was done to the first president a century ago. This, and the marching of 3,000 boys in the procession, seem to be appropriate to the occasion, and it is believed will be an interesting feature of the parade, and tend to fasten in the memory of all the children the details of what is expected to be the most interesting event which has taken place in our city.

THE WASHINGTON CENTENNIAL.

Arrangements have been completed for the Washington Centennial exercises at the Sub-Treasury on the 30th inst. As is already generally known, the exercises will consist of an address by President Harrison, an oration by Mr. Chauncey Depew, and a prayer and the benediction respectively by Dr. Storrs and Archbishop Corrigan. A platform will be built to hold 1,000 persons, but several hundred more will doubtless be crowded upon it. Here, as at the reviewing-stands, it is of importance that the structure should be strongly built, so as to withstand any strain that may be brought upon it. It would be a sad blot upon the day if one of the temporary structures put up for sightseers should collapse and injure even a small number of its occupants.

SCHOOL COMMISSIONER WILLIAM ASBURY Cole died suddenly on Monday of this week from rheumatism of the heart. As a member of the board of education, Mr. Cole took a warm and active interest in the public schools. He was a member of the committee of eight, which has been engaged in the consideration of reform in educational methods. He was prominently before the board in January as a candidate for president, but was defeated by two votes. He was appointed a commissioner by Mayor Grace, and was reappointed last winter by Mayor Hewitt.

We are pained to learn that SUPT. J. W. SKINNER, of the Children's Aid Society schools, recently died at his home in Yonkers. We knew Mr. Skinner intimately, and greatly esteemed him, for he possessed rare qualities of heart and mind. His whole strength was given to his chosen work, and death found him in the harness, actively planning new things for the good of the schools under his care. We feel his death as of a personal and dear friend.

April 30 will be generally observed in all our schools.

Teachers and pupils are everywhere looking forward to vacation.

Arbor day is near at hand.

CORRESPONDENCE.

HINTS FROM A MANUAL TRAINING PRACTITIONER.

To the Editors of THE SCHOOL JOURNAL:

Drawing should by all means form an essential part of the curriculum of primary and grammar schools, and plain needle work might be added to grammar school grades for girls. Work in clay and cardboard seems to give satisfaction to those who are using those articles; but I have had no time to study such work. I am trusting to the experiments in the schools of Washington city, and New York City, to throw light on this subject. The specimens of work shown a year ago in the former city lead me to think that our friend Powell is on the right road.

For high schools, and higher grades in grammar schools, experience has shown the value of joinery, foundry, and forge work. Machine-shop work is more of a specialty. I have never advised its introduction, except in large cities; partly because of the expense, and partly because it appears to me to be less general than some other work. The value of machine-shop work, both practical and disciplinary, is clear to me.

For girls in the higher grades, sewing, scientific dress cutting and fitting, and scientific cooking are valuable. I should prefer them to woodwork and architectural drawing, as more generally appropriate and useful. I say useful, because I believe that a study should not be rejected from a public school course because it is useful. A boy can be disgusted and dulled by manual work, as well as by the senseless routine of so-called mental training, found in some schools. I firmly believe that a judicious admixture of manual training would largely increase the amount of mental discipline, frequently obtained; on the other hand, the amount of purely mental training might easily be lessened by the addition of manual training in judicious amount or manner. It is very easy for manual training to develop, degenerate, if you prefer, to mere mechanical or technical skill. This is to be guarded against constantly. Especially is this true if the manual training teacher is a mechanic simply, not a trained teacher, and not understanding the educational value of the hand work. The employment of an instructor who has no other conception of his work than to teach his pupils to make things, is a fatal mistake. The training of the hand, when conducted with judgment, and in accordance with pedagogical principles, is a great addition to a child's mental furnishing, especially in exercising those mental faculties that lie dormant, or are but slightly aroused, under the usual school training.

Chicago Manual Training School. H. H. BELFIELD.

MANUAL TRAINING FROM A SUPERINTENDENT'S STANDPOINT.

To the Editors of THE SCHOOL JOURNAL:

1. I do not see how systematic manual training, mark the adjective, can be engrafted on our primary schools, either in cities or the rural districts, as they are at present constituted.

2. I must say the same as to intermediate and grammar schools, with exceptions and limitations hereafter specified.

3. Every high school should have a manual annex. In centers of population, this annex may receive grammar school pupils of the town or district.

4. Manual training of the right kind will increase the amount of mental discipline of the right kind now received.

Exceptions and Limitations.

(a.) Sewing can be systematically and regularly taught to girls in all grades beginning about the eighth year of age. In "Sewing" I include needle work of all varieties.

(b.) While I do not see how systematic instruction in the use of tools, can be given to boys in primary and rural grammar schools, it is very possible for teachers and superintendents to create and foster a love of creative work, which has a high educational value. At some of our agricultural fairs in Maryland, the exhibit of school children's voluntary work in wood, sewing, and cookery, was one of the most interesting sights, and the most attractive.

(c.) While it is entirely practicable to have a work-shop attached to every grammar school in towns and cities, I do not deem it advisable, at present. I should prefer one first-class work-shop in connection with a number of grammar schools, but acting independently of them in its own sphere.

(d.) The principal objections to manual training come from men who wilfully—I will not say maliciously—insist that the advocates mean to put manual training in place of mental discipline. They prove satisfactorily, to themselves at least, that beef is more nutritious than bread; and claim that the rations shall be all beef. We want beef and bread too.

State Superintendent Public Instruction, Md.

M. A. NEWELL.

INTERESTING STATISTICS FROM NEW JERSEY.

To the Editors of THE SCHOOL JOURNAL:

At a recent meeting of the Teachers' Association at

Hackensack, Supt. John Terhune, of Hackensack, gave the following comparison from statistics gathered two years ago with reference to educational papers read, and the attendance at the association meetings: 44 teachers did not read any educational journals, their total attendance was 56, and average attendance 1 3-11; 53 teachers subscribed for one journal each, their total attendance was 96, average, 1 11-13; 21 subscribed for two journals, total attendance 57, average 2 5-7; 6 subscribed for three journals, total attendance 18, average 3; 3 subscribed for four journals, total attendance 9, average 3; 2 subscribed for five journals, total attendance 8, average 4.

H. M. HOGE.

381. MR. FRYE'S "CHILD AND NATURE."—I notice in a recent number, criticisms from two teachers, of Mr. Frye's article. I wonder if they have read Mr. Frye's book "Child and Nature." I don't see how one could think, for one minute, that Mr. Frye would "pull out any of the blades that are already growing," if he had read his book. Neither could any one accuse him of "pulling up some of the good grain." On page fifty of "Child and Nature," Mr. Frye says: "Definitions of all geographical forms should be discovered by the pupils and never told them." It seems to me this point ought to be emphasized, "Telling is not teaching." After the definition has been discovered by the child it may be proper for us to suggest improvements in the language. If I understand Mr. Frye, he deems it important that our pupils should know the heights of some of the principal mountains, but it is against the useless cram of numberless unimportant details that he raises his voice. In speaking of commerce he says, "Pupils should know the principal routes of trade, together with the articles of exchange." But he pleads for the cutting down of the lists. And they need cutting down.

How many of us thought we were studying geography, when we were only learning lists of dry facts?

Waterford, N. Y.

M. J. C.

382. IN WHAT YEAR ARE WE?—Are we in the year 1889, or are we not? Are we in the nineteenth century, or are we not?

NEW HAVEN.

We are in the year 1888, having lived through the year 1887, and nearly through the year 1888. We are in the nineteenth century; the first century supposedly, lasted from A. D. 1 to A. D. 100, inclusive; the second from 101 to 200, the third from 201 to 300, the tenth from 901 to 1,000, the eighteenth from 1701 to 1800, and the nineteenth, which began Jan. 1, 1801, is now under way and nearly ended.

383. IS THIS CORRECT?—A owed B \$500, but paid him \$300, part of which was principal, a part interest in advance for one year at 8 per cent. on the unpaid principal. What shall he pay him at the end of the year?

TILL.

\$326.09. Of the \$300 paid, \$173.92 was principal, and \$36.08 was interest on the unpaid principal.

384. GEOGRAPHICAL QUERIES.—1. Which city is the larger Portland, Me., or Richmond, Va.? Which is the more quickly growing city? 2. Which would be the best for a family of workers to live in? 3. Near which place is the best shooting to be found?

AMERICAN.

1. Richmond is at least twice the size of Portland; it is growing more rapidly, too. 2. It depends on what they work at. In Richmond the "laborers" are mostly negroes. 3. You can get bigger game nearer to Portland than to Richmond, but there is plenty of shooting in Virginia.

385. THE AGE OF THE WORLD.—1. What, according to our chronology, is the date of the birth of Christ? 2. Why the seeming error in establishing the beginning of our era? 3. What changes in the calendar were made by Gregory XIII. in 1582?

ST. MARY'S.

1. The year of the world 4,000. Herod the Great died, A. U. C. 750, and Christ may have been born before that time, but not later; so that our era, which begins at the 753d year of Rome, dates from not less than four years after the birth of Christ. 2. Our era is the Dionysian, devised by Dionysius the Small, in the sixth century; until that time various eras were used. The late date at which it was devised accounts for the discrepancy between the actual birth of Christ and the beginning of our era. 3. The Julian calendar, arranged by Julius Caesar's order, made the year eleven minutes longer than it should have been; in 1,600 years the error was ten days. Gregory XIII., reformed the calendar by shortening the year 1582 by ten days, and arranging the calendar so that the error should not occur again.

386. CORK OR DUBLIN?—1. Which is the larger, Cork or Dublin? 2. Which is the fastest train running regularly in Great Britain?

W. B.

1. Dublin with 353,083 inhabitants, in 1887; Cork had about 90,000 at that time. 2. Now that the fast expresses from London to Edinburgh have been taken off, probably the fastest train is that run by the Great Northern Railway from Grantham to King's Cross Station, London; the distance is 105 1/4 miles, the running time, 1 hour 57 minutes, and the rate 54 miles an hour.

387. WHAT CAUSED HIS DEATH?—What caused the death of William Henry Harrison?

B. W. S.

He died after an illness of eight days, brought on, it is supposed, by the fatigue and excitement attending the inauguration. He was not poisoned.

ANSWERS.

STEEL RAILS FIRST USED. (Ans. to Ques. 241.)—From Quincy for Bunker Hill Monument. First iron railroad in America. C. E. BEERER.

READING GOOD BOOKS. (Ans. to Ques. 242.)—Read good books to your school. Have them commit gems of thought from our best authors. Read one or two selections that they can understand from our best poets and they will want to read for themselves. I have read to my pupils "Little Lord Fauntleroy," and am now reading the life of Gen. Sherman. Many times I read stories from the papers that are interesting and instructive.

TEACHER.

NEWS OF THE DAY. (Ans. to Ques. 243.)—At the opening exercise, either morning or afternoon, once or twice a week, let the teacher have prepared a paper on the most interesting incidents that have happened in the two or three preceding days, and after the first song read her paper. This will stimulate the pupils to read for themselves, and when they can, let the pupils prepare the paper.

TEACHER.

DUTIES OF TEACHERS. (Ans. to Ques. 244.)—A community has a right to expect good teaching first, but beyond this a strict regard for all the customs of polite society, and a training of the pupils by example, at least, of morality and honor, between man and man. Farther than this, a directing of the minds of the pupils into what is best in literature and art. This is educating the pupils—developing the powers of the mind and body.

B. H. ALLBEE.

HOW TO MANAGE WITHOUT TEXT-BOOKS. (Ans. to Ques. 161.)—I cannot see why your conscience should interfere with your teaching from the spelling book. It seems to be a question of what is for the pupils' most rapid advancement, and not a question of a moral right or wrong. If I could not get the parents to get books for the chart class, after representing the needs of the class to them, I would teach from the spelling-book.

W. C. HOBSON.

READING. (Ans. to Ques. 152.)—Printed letters should not be used at all. In my experience, the pupil learns the script letters as readily as the printed, and will tell them as quickly. I sometimes combine the phonic method with the word, and with good results.

G. E. B.

REVIEWS IN HISTORY. (Ans. to Ques. 153.)—If still in print, U. S. history and Civil Government Outlines, B. F. Perrine, Valparaiso, Ind., is good.

W. C. HOBSON.

QUESTION IN GRAMMAR. (Ans. to Ques. 154.)—In referring to one person, "you was" would be correct, but is not so pleasing to the ear as "you were" which was the original form.

W. C. HOBSON.

INTEREST AMONG THE LITTLE ONES. (Ans. to Ques. 155.)—Sometimes reading stories. Follow out many of the valuable hints given in the JOURNAL.

W. C. HOBSON.

STATE EXAMINATIONS. (Ans. to Ques. 157.)—In Illinois, a state certificate is valid for life in any place where a teacher is to draw public school money. Write to the state superintendent of public instruction at the capital of your state.

W. C. HOBSON.

FRIDAY AFTERNOONS. (Ans. to Ques. 156.)—Have rhetoricals, consisting of essays, recitations, readings, etc.

W. C. HOBSON.

PUNISHMENTS. (Ans. to Ques. 159.)—If a pupil whippers in school, refuse all requests to "speak"; if he abuses his recess privileges, abridge them; if he fails to get his lessons, compel him to learn them.

W. C. HOBSON.

SEAT-WORK. (Ans. to Ques. 138.)—See "Seat-Work," by Supt. Will S. Monroe, in JOURNAL of March 16.

QUESTIONS TO BE ANSWERED.

The following questions have been sent in by some of our subscribers, and doubtless others of our readers will take pleasure in answering them. The NUMBER of the question should head the reply.

268. CONGRESSIONAL RECORD.—How can I procure a copy of the "Congressional Record," and what does it cost? W. A. P.

269. CLEARANCE HOUSE.—What is a clearance house? W. A. P.

270. CAPITAL OF WEST VIRGINIA.—Is Wheeling still the capital of West Virginia? W. A. P.

271. CIVIL WAR.—When was the first shot of the Civil war fired? W. A. P.

272. NATURALIZING INDIANS.—Is there any way by which an Indian can be naturalized, or be made a citizen? W. A. P.

273. SIZE.—Which is the largest, China or Europe? W. A. P.

274. TOWNSHIP SYSTEM.—Is the township system to be desired in this state? W. A. P.

275. FIGHTING A DUEL.—Did you ever hear that Henry Clay fought a duel with any other than John Randolph? S. M. XAVIER.

276. LAZY PUPIL.—What is a good remedy for a naturally lazy pupil? G. E. B.

277. BANK INTEREST.—Please explain "bank interest" as used in our largest banks throughout the country, especially the way of finding the time. SUBSCRIBER.

278. NEW STATES.—Ex-President Cleveland signed the bill for the admission of Washington, Montana, and the two Dakotas. Through what changes do they have to pass before they can become states? M.

279. CONGRESS OF 1774.—Why was not Georgia represented in the congress which was held at Philadelphia in 1774? M.

280. SWEARING.—Should a teacher punish a pupil fourteen years of age for swearing on the way to school, and not on the grounds? A. B. C.

281. SUPERANNUATED TEACHERS.—In how many states has provision been made to pension superannuated teachers? J. H. L.

282. EMPLOYING TEACHERS.—In how many states does the law allow school boards to employ teachers for longer terms than one year? J. H. L.

283. EXAMPLE.—Which method is preferable of the two used in the solution of the following example?

If 84 is 7 per cent. of what number? 84 is 7 per cent. of 1200, or the whole=100 times 1/7 of 84=1200. Ans.

If 84 is 7 per cent. of the required number, it is the product of that number, the base, multiplied by the rate per cent. Dividing the product of two factors by one factor will produce the other for the quotient; therefore

P. R. B.

$$84 \div .07 = 1200, \text{ the required number.}$$

SUBSCRIBER.

What Are Your Pupils Reading?

Get them to read good books by starting a school library. Many states assist district schools to procure one. A single entertainment will give you a good start. We keep only the best—1000 of them carefully selected, classified, graded, etc. Printed list (64 pp.) free; books in stock to examine. E. L. KELLOGG & Co., 25 Clinton Place, New York.

BOOK DEPARTMENT.

NEW BOOKS.

TALES OF THE WHITE HILLS, AND SKETCHES. By Nathaniel Hawthorne. Houghton, Mifflin & Co. Boston: 4 Park Street. New York: 11 East Seventeenth Street. The Riverside Press, Cambridge. 95 pp. 15 cents.

The first three numbers in this collection are tales of the White Hills in New Hampshire. The passages from "Sketches from Memory" show that Hawthorne had visited the mountains in one of his rambles from home. The other tales are, "Sketches from Memory," "My Visit to Niagara," "Old Ticonderoga," and "The Sister Years." "The Riverside Literature Series" furnishes excellent reading, which is most welcome in its simple binding.

THE STORY OF HAPPINOLANDE, AND OTHER LEGENDS. By Oliver Bell Bunce. New York: D. Appleton & Co. 188 pp. 25 cents.

Any one who enjoys reading of the impossible will like some of the stories in this book, for they are full of very strange scenes. If not impossible they are full of an uncommon interest. In the "Story of Happinoland," the gold is found in unheard of amounts. One of the legends, "John's Attic" is decidedly every-day and practical. The book is wide-margined with very large type.

A DEMORALIZING MARRIAGE. By Edgar Fawcett. Philadelphia: J. B. Lippincott Co. 205 pp. 50 cents.

The author of this novel evidently understands the ins and outs of society life or the "society craze," as he terms it. The locality of this story is New York, and the entire plan and arrangement is placed upon the present basis of "society." Mrs. Cosilear and her sister, Miss Rosalind Maturin, are wealthy, and the story shows the efforts made by both to get within the "charmed circle." They succeeded. The "demoralizing marriage" was made by the sister.

OUTLINES OF LESSONS IN BOTANY. For the Use of Teachers, or Mothers Studying with their Children. By Jane H. Newell. Illustrated by H. P. Symmes. Boston: Ginn & Co., Publishers. 140 pp.

In attractive binding, excellent paper, and good, clear type, these "Lessons in Botany" come just as the buds are starting into growth. This volume is Part I.: From Seed to Leaf, and its aim is to give an outline of work to be used by the pupils themselves in connection with Gray's First Lessons. It is found, upon examination, to be a collection of interesting botanical articles to be read by pupils in connection with practical work, and treats of such subjects as "Seed Food," "Movements of Seedlings," "Trees in Winter," "Climbing Plants," "Insectivorous Plants," "Protection of Leaves from the attack of Animals," etc. This method of beginning with the simpler forms of botanical life is one that commends itself to the scientific tendencies of the day, and the thing that a pupil can see, handle, and experiment upon, is one that is not only the most suitable, but the most sensible, that can be brought to his notice.

FIVE LITTLE PEPPERS AND HOW THEY GREW. By Margaret Sidney. Fully illustrated. Boston: D. Lothrop Company, Washington street opposite Bromfield. Quarto, illuminated board covers. 25 cents.

There is, perhaps, no story now published, that has so great a charm for children as this one by Miss Sidney. It has been a charm for several years, and now is as fresh and pleasing as ever. Some of the incidents are irresistibly funny. Van and Joel's fight is almost as clever as "Pip's" fight, in "Great Expectations," and Phronsie is a continual cause of merriment. Miss Sidney thoroughly understands children, and her stories are perpetual lessons of unselfish love and attention to duty. This volume is a special publication of one hundred thousand copies, which speaks volumes in favor of "Five Little Peppers." It is bound in richly illuminated board covers, and its low price places it within the reach of all.

GUILDEROY. A Novel. By Ouida. Philadelphia: J. B. Lippincott Co. 335 pp. 25 cents.

Ouida's novels are too well known to need much comment. This one gives the reader a very decided glance into high life in England. Lord Guilderoys falls in love with a sweet little country girl, and marries her in spite of everything. He is unfaithful to her, as a matter of course, makes her miserable, and between them both, they lead very ridiculous lives. The book has a fascination, however and is well written.

ONE HUNDRED LESSONS IN ENGLISH COMPOSITION. By W. H. Huston, M. A. No. 6. Boston: New England Publishing Co., 3 Somerset Street. 68 pp. 25 cents.

This book is designed for teachers, and is graded and arranged in such a way that four consecutive exercises will form an ordinary school lesson. Care has been taken to give opportunity for oral work in every lesson, as it is the decided opinion that too much time is given to written, and too little to spoken composition. The entire book is practical and useful, and is designed for use in public schools, and junior classes of high schools.

TEACHERS' HAND-BOOK OF ARITHMETIC. By G. C. Shutt. Boston: Ginn & Co., Publishers. 60 pp. 30 cents.

In this little volume, the author has undertaken to unify the work of teaching arithmetic. It consists of an outline for a course of nine years of forty weeks each, and is designed for the average class reciting once a day, the recitation period to continue from twenty to forty minutes. It has also been the aim of the author to introduce each subject by means of mental examples long before the written work of the same is begun. There has been no attempt to furnish examples and definitions, as the book is intended to be simply a guide to the teacher in presenting the various subjects. Years of experience in the class has proved the excellent results arising from the use of this hand-book.

CONFESSIONS D'UN OUVRIER. Par Emile Souvestre. Edited by O. B. Super, Ph. D. Boston: D. C. Heath & Co., Publishers. 127 pp. 80 cents.

Although Souvestre was one of the most prolific of modern French writers, his writings are comparatively unknown to American readers. This little volume is excel-

lent, and it would be a difficult matter to find, anywhere, in an equal number of pages, so much sound common sense, and such healthy and inspiring views of the philosophy of life. A short biographical sketch accompanies the "Confessions" and gives the reader a good idea of Emile Souvestre.

STUDIES IN CIVICS. By J. McCleary. D. D. Merrill, Publisher, 127 East Third Street, St. Paul, Minn. 369 pp. By mail, \$1.25.

There is no doubt that just such a book as this is necessary and called for in our schools. It goes to the root of the matter, and gives the young student a clear knowledge of government in its various phases,—the need of government in town, city, county, state, and nation. It gives a remarkably clear idea of the manner in which public business is carried on from the town organization upward. It is a practical work, and the thought kept constantly before the mind of its author is, how to furnish the most useful material in usable form. In a "Preliminary chapter" is found, "Government: What it is and Why it is." This is followed by five Parts: Part I.—"Government Within the State;" Part II.—"The State;" Part III.—"The Nation;" Part IV.—"Government in General;" Part V.—"Commercial Law." Matter to be used for reference chiefly is placed in the appendix, and the amount of information which is given, by means of tabulations and other means of condensation, is remarkable. The portion of the book which treats of the constitution of the United States is especially good,—and, through the entire book, the conclusions reached are based upon an experience of eighteen years teaching of the subject.

THE CENTURY DICTIONARY. Prepared under the Superintendence of William Dwight Whitney, Ph.D., LL.D., Professor of Comparative Philology and Sanskrit in Yale University. New York: The Century Co.

Thus far only the prospectus containing sample pages of this work has been issued, the publishers promising to issue the first of the twenty-four sections of the dictionary in May. These specimen pages show, however, that no more remarkable work of the kind has ever been produced, and in fullness and accuracy of information none has ever equaled it. The work is designed to be a complete general dictionary of the English language and will include all noteworthy words which have been in regular or occasional use at any time during the period in which English literature has existed. It is impossible to enumerate all the features of this magnificent work. It may be said, however, that words relating to philology, grammar, law, the natural sciences, theology and ecclesiastical history, mythology, archæology, the fine arts, synonyms, and homonyms have been treated with great care and much matter has been inserted that will not be found in any other single work. The illustrations are fully up to the high standard of the reading matter. The dictionary will be completed in two years from the publication of the first section. The price of each section will be \$2.50, all of the sections combined making six large volumes of 6,500 pages.

JEANNE D'ARC. By A. De Lamartine. Edited with Notes and a Vocabulary. By Albert Barrere. Boston: D. C. Heath & Co. 188 pp. 30 cents.

In point of accuracy as regards detail, Lamartine's "Jeanne d'Arc" is more the work of a poet and philosopher than that of a matter-of-fact historian. It is a simple and touching story, and one of which the reader never grows tired. Explanatory notes are given at the foot of the pages, in English, all through, and a full vocabulary at the close of the book. It would make an excellent supplementary reader.

ESSAYS ON PRACTICAL POLITICS. By Theodore Roosevelt. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 74 pp. 40 cents.

The first of these essays on "Practical Politics" treats of the different phases of state legislation, including the Albany legislature,—and the author concludes, that it is no mere figure of speech to call New York the Empire state, as most of the laws directly affecting the interests of its citizens are passed at Albany, and not at Washington. The author then follows with the dark side of the legislative picture, including "bribes;" then, showing the difficulties of preventing and punishing corruption, he proves that the constituents are largely to blame. The perils of legislative life are portrayed, with the allies of vicious legislators,—then comes the other side of the picture, where every essay is full of keen interest, especially to persons most directly interested in political life. Machine politics in New York City forms an important feature among these essays.

MOODY MOMENTS. Poems by Edward Doyle. Ketcham & Doyle, Publishers, 302 West 126 Street, New York City. 95 pp. Elegantly bound in cloth, \$1.00.

This little volume is replete with gems of poetic thought,—the author deals with modern ideas, and touches upon some phases of life with a biting sarcasm. The poems are rather of moods than moodiness, as they are more enlivening than depressing, and range from the sentimental to the gay and humorous. It will be observed that many of the poems are personal, but that does not detract from their worth, as poems.

THE CHARMS AND SECRETS OF GOOD CONVERSATION. By Theodore E. Schmauk. New York: John B. Alden, Publisher. 27 pp.

This little, white, paper-covered book may be small, but it is nevertheless good, and the author acknowledges that he is "not ashamed to place the stimulus and aspiration found in good conversation side by side with those which are aimed after in the more lofty pursuits of art, or in the more lonely communion with nature,—as there is no charm more simple, pure, and complete, than that which gleams out along the threads of exquisitely woven conversation." The little book is well worth a careful perusal.

AYER'S ALMANAC, 1889.

This is a bound volume in neat and substantial cloth covers, of the familiar yellow almanac, in twenty-one languages. It would constitute a useful addition to any library with its dates, phases of the moon, times of sunrise and sun-set, etc., and reliable information as to eclipses, and movements of the principal planets. Students of comparative philology, will find it something of a curiosity, and it will be found handy to have in the family in cases of accident. The events noticed on the calendar pages throughout the book, and the table of the holidays of India, Hindu, Mohammedan, Parsi, and other curious

tables will be interesting to teachers and to students of history. The lovers of a little quiet fun will find it in the humorous items at foot of the calendar pages. The book is unique, and valuable on that account, if on no other. It is published by the firm of J. C. Ayer & Co. of Lowell, Mass. and will be supplied by your druggist.

REPORTS.

REPORT OF THE BOARD OF TRUSTEES OF PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, 1887-'88. W. B. Powell, A.M., superintendent.

Attention is called to the facts that the Washington high school building should be enlarged, and that the colored high school needs a new structure. While the salaries of messengers in the departments is \$840 per annum, and of assistant messengers, \$720 per annum, the average salaries of teachers is only \$670 per annum, or only \$10 more than that of a laborer in the departments. The board feels that it represents the whole community in expressing its regret at the remarkable discrimination against this most important, useful, and meritorious body of workers. The school year was marked by the introduction of manual training into the schools.

ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE STATE REFORMATORY, Elmira, N. Y., 1888. Z. R. Brockway, general superintendent.

A hope is expressed that the legislature will pass a law authorizing a continuance of the industries of the reformatory, and permitting the plan of organizing them to be completed, which includes one large industry for the incorrigibles, and several small industries for the training of corrigibles preparatory to their release. This plan will bring about the following results: (a) The prisoners will earn a fair share of the expense of their imprisonment. (b) They will be best trained and tested, in industry, for their better behavior when released. (c) The real or imaginary competition of their labor will be nearest normalized. Idleness is so demoralizing to the prisoners that its continuance should not be considered for a moment.

FIFTEENTH ANNUAL REPORT OF THE SCHOOLS OF RICHMOND COUNTY, AND CITY OF AUGUSTA, GA., 1887. Lawton B. Evans, secretary and ex-officio superintendent.

The public school system, which has been in operation fifteen years, has accomplished even more than was expected, and it goes on improving. The teachers were better last year than ever before; the standard of scholarship was improved, and in nearly all the districts there were comfortable houses well furnished. The total enrollment for the year was five thousand six hundred and thirty-two children, and this will be increased as soon as additional facilities can be furnished. The superintendent recommends that the schools of the city be condensed in a few large buildings, as their efficiency will thereby be increased, and that more school accommodations be furnished the colored children.

LITERARY NOTES.

IVISION, BLAKEMAN & Co., have just published the new "Inductive Latin Method," by Prof. William R. Harper, Ph. D., Yale University, and Isaac P. Burgess, A. M., Rogers high school, Newport, R. I.

SCRIBNER & WELFORD announce in their list of spring publications the "Select Essays of Thomas De Quincy," edited and annotated by Prof. David Masson.

D. C. HEATH & Co., have published a concise statement of prohibitory legislation in recent years in "Ten Years of Massachusetts," by Raymond L. Bridgman.

LEE & SHEPARD, Boston, have brought out three books of travel, by Curtis Guild: "Britons and Muscovites," "Over the Ocean," and "Abroad Again."

A. S. BARNES & Co., have issued Steele's Physiology with a new supplement. In this book the subject of hygiene is also fully treated.

T. Y. CROWELL announces the publication of a handsome edition of the "Memoirs of Napoleon Bonaparte," by Louis Antoine Fauvelet de Bourrienne, his private secretary.

THE SCRIBNERS will publish, in America, James Anthony Froude's "The Two Chiefs of Dunboy."

GINN & Co., are the publishers of Stickney's Readers, which they are now introducing into the schools.

CATALOGUES AND PAMPHLETS RECEIVED.

Outline of a Course in Language for the Third District Schools, Wilkes-Barre, Pa., by A. W. Potter, district superintendent.

Washington Normal Kindergarten Institute for the Training of Teachers. Mrs. Louise Pollock and Miss Susie Pollock, principals.

College for the Training of Teachers, New York City. Educational Leaflet No. 33: "Form Study and Drawing."

The Greater Half of the Continent, by Erastus Wiman, New York. This is an article on the British possessions, reprinted from the *North American Review*.

Thirty-ninth Annual Catalogue of the Officers and Students of Buckle University, 1888-9. Geo. G. Groff, acting president.

Catalogue of Books issued by William Brown, 26 Princes street Edinburgh.

Washington's Inaugurals, "Old South Leaflets" series. Published by D. C. Heath & Co., Boston.

MAGAZINES.

The April Book Buyer has illustrated reviews of Appleton's "Cyclopedia of National Biography" and of Mrs. Frances Hodgson Burnett. The frontispiece is a portrait of Octave Thanet, a clever Western story writer. In the April Pansy will be found an instalment of Margaret Sidney's serial, letters from the members of the "Pansy Society," and other features interesting to children. "Wide Awake" for April has articles on "Haleigh and the Potato," "The Boy John Burroughs," a "Glimpse Backward," "The Casaroni Dance," and other lively articles. Among the articles in *Vick's Magazine* for April are: "Evergreens," "A Botanical Tour in the South," and "Culture of Gladiolus."

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"MR. BREWER:—I shall always have cause to thank you for insisting on my coming to St. Paul." St. Paul, Minn. February 13th, 1899. Mrs. C. L. PLACE, [Principal Training School.]

"Let me thank you for your untiring efforts in my behalf. I shall never forget your kindness, and shall be glad to be of service to you when opportunity offers." Milwaukee, Wis., January, 1899. SIGMUND KUNDINGER, [Prof. of Greek.]

"MR. BREWER:—I believe your agency the best we can call attention to." Dunkirk, N. Y., January 8th, 1899. ALBERT LEONARD, [Editor of "Pedagogy."]

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THE PUBLISHERS' DESK.

"New lamps for old!" New days for old! But the willing slaves of the ring—the graduating ring, can bring back the old school-days at will, with all their magic memories. Graduating classes will remember that pins for schools, for classes, for clubs, for societies; and class rings, badges, and medals of every description for graduates are manufactured in the highest tastes by Mr. E. R. Stockwell, of 19 John street, New York.

A great scandal has been caused among the consumers of high-grade teas by the whispered rumor that Young Hyson has fled the country taking Amoy Oolong with him; Imperial Japan is said to be mixed up in this affair. The motive of the flight is still shrouded in mystery, but it is believed to be simply *For-mosa*. Aside from this item is the better news to ladies and all lovers of fine teas, concerning the latest and best inducements offered in premiums and discounts to introduce and get orders for new teas just received, which are picked from the select tea gardens of China and Japan, absolutely pure; imported by the Great American Tea Company, 31 and 33 Vesey street, New York.

"For example? O for example!" cried the deserted slate. We all know that example is better than precept; and what could be a more natural and successful means of teaching history than King's Historical Portfolio of the United States, one of the latest devices for teaching history by the illustrative method. It is lithographed in eleven colors on finest cloth board, folds up in the most substantial case, and is ingeniously self-supporting when open. It is designed for college, academy, common school and private use. A descriptive catalogue will be sent free to teachers upon application, to R. S. King Publishing Company, 278 Michigan avenue, Chicago, Ill.

A corset may be an instrument of torture and disease or it may be a means of comfort and health. The ideal corset is one which allows freedom and ease in the movements of the body, while possessing sufficient firmness to prevent the wrinkling of the dress. Corsets stiffened with whalebone and steel are rigid and uncomfortable and very liable to break; on the other hand, those stiffened with cord or twine are too soft to retain their shape. To meet these difficulties, the enterprising firm of Warner Bros., nine years ago, introduced a new material called Coraline, which is intermediate in stiffness between whalebone and cord. It preserves the shape of the corset perfectly, is very flexible and absolutely unbreakable. Coraline is made only by Warner Bros., and is used by them in twelve different styles of corsets, at prices ranging from \$1 to \$3 each. The merits of these goods are attested by their immense sales, which are now over two millions annually.

Enterprising teachers will hardly forgive us if we fail to pointedly direct their attention to two important publications recently issued by Lee and Shepard, Boston. One is *An Hour with Delsarte*, a study of expression, by Anna Morgan, of the Chicago Conservatory; illustrated by Rosa Mueller Sprague and Marion Reynolds, with full-page figure illustrations. The *Boston Traveler* says: "It may be said, without exaggeration, to be one of the important books of the age." The other book is *Burgoyne's Invasion of 1777*. With an outline sketch of the American Invasion of Canada, 1775-1776, written by Samuel Adams Drake; with maps, portrait, and illustrations.

Eastern morn is almost here. Arise and shine; shine early and often; and, in order that the shine may not grow dim, take care that it is produced by Brown's French Dressing for ladies' and children's boots and shoes, which was awarded highest honors at Philadelphia, Berlin, Paris, Melbourne, Frankfurt, Amsterdam, Rotterdam, and other profane capitals.

The friends and customers of the University Publishing Company, formerly of 19 Murray Street, New York, will be interested in learning of the removal of its business offices on the first of May, 1889, to 66 and 68 Duane Street, east of Broadway. Of course the old friends will find their way there quite readily; and, it is hoped, many new ones.

LOST IN THE STORM.

One of our local editors clipped from a leading magazine extracts from a vivid description of a Western blizzard which we have taken the liberty to publish, and at the same time suggest to H. H. Warner & Co., the proprietors of the celebrated Warner's Safe Cure, the feasibility of taking therefrom, an extract for the introduction of one of their telling advertisements. The following is the description:

"At the close of a dark day in January, a solitary horseman wends his way across the open prairie in one of our Western territories. He passes at long intervals the lone cabin of the hardy frontiersman. Two or three old settlers, of whom he has inquired the way, have warned him that a storm is approaching, and one of them, with true Western hospitality, urges him to find shelter in his cabin for the night. But he declines the proffered kindness, and urges his tired horse forward. * * * The sky grows suddenly dark. * * * He decides to seek shelter. * * * The storm increases in its fury. * * * The rider dismounts to warm his fast chilling limbs. * * * Can scarcely breathe. Blindness comes on. Drowsiness steals over him. The end is near. * * * He is lost in the blizzard."

There is no doubt that the terror which seizes the bewildered traveler is similar to that which overcomes one when he learns that he is suffering from an advanced Kidney Disease, and is informed that he is in the last stages of Bright's Disease. At first he is informed that he has a slight kidney affection. Later he begins to feel tired. Slight headache. Fickle appetite. Failure of the eye-sight. Cramp in the calf of the legs. Wakefulness. Distressing nervousness. Rheumatic and neuralgic pains. Occasionally pain in the back. Scanty, dark colored fluids, with scalding sensation. Gradual failure of strength.

Any of the above symptoms signify Kidney Affection, but he is told that he is all right. His physician treats him for symptoms and calls it a disease, when in reality it is but a symptom of Kidney trouble. He may be treated for Rheumatic or Neuralgic pains, heart affection, or any other disease which he is most susceptible to. Finally the patient has puffing under the eyes, slight bloating of the ankles and legs. His physician may inform him that it is but the accumulation of blood in his ankles for want of proper exercise.

The blood continues and reaches his body. Then he is informed he has dropsical troubles, and is tapped once or twice. He notices it is difficult to breathe owing to irregular action of the heart, and finally is informed that he has a slight attack of Bright's Disease. Soon his friends are notified that his is an advanced case of Bright's Disease, and that he can live but a short time. His honorable and dignified physician asks for counsel. It is too late. Still he sticks to the old family physician, and the physician knows, and has known from the beginning, that the patient has been stricken with death for months, for he knows full well that the profession acknowledge they have no remedies for the cure of Kidney Disease.

At last the patient suffocates—is smothered—and dies from dropsical trouble. Or perhaps the disease may not take the form of a dropsical tendency, and the patient dies from apoplexy, paralysis, pneumonia, or heart trouble. Or it may take the form of blood poisoning. In each form the end is the same. And yet he and his friends were warned by the proprietors of the celebrated remedy known as Warner's Safe Cure, of the lurking dangers of a slight Kidney affection.

The newspapers have published the dangers. Columns of facts have been printed of men dying from advanced Kidney Disease or Bright's Disease. His friends and physician look around with horror and regret for seeming neglect, but he is lost. He did not heed the warning that a storm was approaching. He declined the proffered hospitality, and recklessly went forward into danger. He struggled manfully for a time, but his strength failed, he grew gradually weaker, and he was lost to the world. Not in a blizzard, but from the terrible malady which is almost daily occurring in every community, and which is doctored as a symptom instead of what it is,—a mortal disease unless properly treated.



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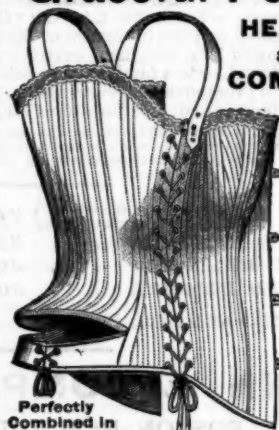
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A teacher asked a class to write an essay on "The Result of Laziness," and one of the bright but lazy boys in the class handed in as his composition a blank sheet of paper.

In a fix.—Mrs. Muggins: "It's raining, and Mrs. Goodson wants to go home, and I have no umbrella to lend her except my new \$10 one. Can't I let her have yours?" Mr. Muggins: "Cracky! The only umbrella I've got has her husband's name on the handle."

Uncle Harry.—"Well, Johnnie, and how did you like the ride on Uncle Harry's knee?"

Johnnie.—"Oh, it was very nice; but I had a ride on a real donkey yesterday."

"The best thing yet!" That is the way a young man put it who made arrangements to work for B. F. Johnson & Co., of Richmond, Va. You can get further information by dropping them a card.

Mamma: "Why are you sticking a pin into your German book, Elsie?"

Elsie: "Why, the dinner-bell has rung, mamma, and I wanted to remember where I left off looking for the verb in this sentence."

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A bow-legged man was standing before the office stove warming himself. He gruffly refused to buy a paper from a boy who thrust his head in at the door.

Indignant newsboy: "Say, mister, you're standing too near the fire, I guess; you're a-warping."

"Gentlemen of the jury," said counsel in an agricultural case, "there were thirty-six hogs in that lot—thirty-six. I want you to remember that number—thirty-six hogs—just three times the number that there are in the jury-box."

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"Pa," asked sleepy Bobby, "can I ask you one more question if it ain't foolish?" "Yes," almost shouted the old man, who was trying to read. "Well, if a toad had a tail, pa, would it interfere with his jumpin', or would it help him as it does the kangaroo?" In less time than it takes to tell it Bobby was between the sheets.

The young ladies of a Kansas town got together and decided that they would send their beaux home promptly at 10 o'clock. The boys are on a strike, and the girls said to be weakening.

A little girl was wondering what was the matter with her thumb, and complained that it hurt every time that she squeezed it. Her mother advised her not to squeeze it. "But," she responded, "if I don't squeeze it, how can I tell whether it hurts?"

Husband: "My dear, these trousers are frayed at the bottom."

Wife: "They are the best you've got, John, except your dress trousers."

Husband: "Well, give them to me. I have an important interview on hand today, in which I expect to be at different times, proud, haughty, indifferent, dignified, and perhaps a trifle disdainful. A man can't be all that successfully with fringe on the bottom of his trousers."

It is a queer coincidence that dates and numerals are both natives of Arabia.

Bound for Oklahoma.

A special party of homesteaders is being organized to leave Chicago for Oklahoma April 20th, so as to be on the ground for April 22d, the date of opening. Those contemplating going, are invited to register with James Wallace, 212 Clark Street, corner of Adams. Through cars will be run over the Santa Fe Road for this party, Chicago to Guthrie and Oklahoma City.

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